



## BUILDING A RACIALLY & ETHNICALLY DIVERSE TEACHING WORKFORCE: A CHALLENGE FOR OUR SCHOOLS

*Each student deserves a well-prepared teacher, who, through the intentionality of relationships and instruction, is able to disrupt the pattern of inequity that exists in the classroom.<sup>1</sup>*

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### ISSUE

What strategies are San Mateo County (County) school districts and the San Mateo County Office of Education undertaking to recruit, hire, and retain educators who mirror the racial and ethnic diversity of their students? This report examines the progress school districts have made to build and strengthen a diverse teaching workforce to support learners in classrooms throughout the County.

### SUMMARY

During its consideration of legislation to address diversity in the teaching profession, the United States House of Representatives, in 2019, asserted among its findings:

“Increasing the diversity in the teaching profession has a positive impact on student educational experiences and outcomes. Students of color demonstrate greater academic achievement and social-emotional development in classes with teachers of color. Studies also suggest that *all* students, including White students, benefit from having teachers of color because they bring knowledge, experiences, and role modeling to the student body as a whole.”<sup>2</sup>

The legislative bill introduced, HR 4288, “Teacher Diversity and Retention Act,” did not become law; however, the research-based finding underscored the Grand Jury’s rationale to focus on this issue for San Mateo County schools.

In San Mateo County, 72% of public-school students enrolled in 2018-19 came from non-white groups yet only 25.8% of credentialed teachers came from those same groups according to data provided to the Grand Jury by the San Mateo County Office of Education.<sup>3</sup>

<sup>1</sup> <https://www.smcoe.org/for-educators/teacher-induction/>

<sup>2</sup> U.S. House of Representatives, HR 4288, 9/11/2019; <https://www.congress.gov/bill/116th-congress/house-bill/4288/text>

<sup>3</sup> San Mateo County Office of Education, see Appendix D.

A teacher-shortage experienced in San Mateo County and throughout California complicates efforts to recruit teachers of color. Factors contributing to the shortage of teacher candidates, particularly persons of color, as conveyed to the Grand Jury through interviews and surveys, include:

- a dwindling pool of qualified candidates from which to recruit;
- teachers earn less than their peer age group who have chosen careers in technology and other industries in San Mateo County;
- the high cost of living and housing in San Mateo County, when compared to other regions in California and the country, deters candidates from seeking employment in County schools; and
- affirmative action programs, which include preferences based on race, color, and ethnicities (as well as other characteristics) in hiring, are prohibited by California law.

Recruiting teachers, specifically teachers of color, who reflect the diversity of students enrolled, is a formidable task according to interviews with school district representatives. School districts across California and the nation experience these same challenges.

Retaining a diverse faculty poses an additional challenge to school districts. It is common for teachers, particularly teachers of color who are in high demand, to leave the profession altogether or seek other district positions with better salaries, more affordable housing and better working conditions.

The San Mateo County Office of Education (SMCOE) addressed the need to diversify the teacher workforce in its Strategic Plan, “Excellence and Equity in Education, 2019-21.” Goal 2 of this plan is identified as “Workforce Development for Student Success – Build and strengthen a diverse workforce to support learners 0-22.” This goal and its objectives provide a model for school districts to emulate and offer a potential vision for all schools in San Mateo County.

In addition, many districts have also developed creative strategies for addressing the challenges, which can serve as best practices for other districts.

The Grand Jury finds:

- In San Mateo County, the ethnic diversity of teachers does not closely mirror that of their students; a countywide demographic report of teacher/student ethnicity would be of value to all school districts in their recruitment efforts.
- SMCOE leadership can articulate and guide an educational vision for the entire County, without direct involvement in individual school district staffing and policy decisions.
- School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.
- School district superintendents and human resource personnel in San Mateo County agree with the research that students of color benefit from having educators who look like

them. While districts support diversity, they are not always certain how to find and attract teachers of color.

The Grand Jury recommends:

- Each school district should commit to teacher diversity in its strategic plan, goals or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.
- The San Mateo County Office of Education should regularly sponsor teacher diversity forums for superintendents, district human resource managers, principals, and school board members. The forums should address the challenges school districts face to recruit teaching staff in general, and teachers of color in particular, and share best practices and strategic solutions. This should begin in advance of next year's recruiting cycle.
- The San Mateo County Office of Education should expand its outreach to school districts and share the demographic data of all learners and educators in the County when its planned report is completed.

This investigation was conducted with a heightened sensitivity that educating students during a pandemic has been both complex and challenging.

## GLOSSARY

**Classified staff** – a non-credentialed/non-certificated staff member.

**Credential** – authorization granted by the California Commission on Teacher Credentialing required to teach, administer, and/or provide specific services to students in California classrooms. It may be granted provisionally or permanently (clear) depending upon the applicant's education, training, and experience.

**Credentialed or Certificated staff** – faculty and other professional school staff holding California Commission on Teacher Credentialing authorized credentials.

**Diversity** – in the context of education, diversity is understanding that each person brings unique experiences, strengths, and ideas to our classrooms. These differences include race, ethnicity, sexual orientation, gender, socio-economic status, age, physical ability, religious or political beliefs, or different ideologies. This report focused only on racial and ethnic diversity.

**Paraeducator** – staff member who assists teachers in the classroom and typically does not possess a teaching credential.

**Teacher "pipeline"** – a system designed to build a robust, diverse teaching workforce. A teacher pipeline begins with the supply of new teachers entering the field. Once teachers are hired, they enter the development stage and are assigned to specific grade levels and schools. They are then

on-boarded to ensure basic proficiency in the classroom and then continuously supported to deepen effectiveness and enable retention.<sup>4</sup>

**San Mateo County Office of Education (SMCOE)** – the countywide entity that supports local school districts in San Mateo County by providing services that can be provided more efficiently and economically at the County level. These include implementing new standards, staff development and training programs, and instructional procedures; designing business and personnel systems; and performing many other services to meet the changing needs of local school districts. The SMCOE also provides a wide range of instructional programs, including special and career and technical education, programs for at-risk youth, and instruction in juvenile detention facilities.<sup>5</sup>

## **BACKGROUND**

In the 1980s, schools in the United States began to acknowledge and act on the importance of racial, ethnic, and gender diversity in schools’ teacher workforces particularly in schools with diverse student enrollment. The impetus was supported by evidence of significant benefit to students of color when they are taught by teachers who look like them. In 2018, Learning Policy Institute reported racial representation in the teaching workforce matters academically, specifying:

- Teachers of color boost academic performance of students of color, including improved reading and math test scores, improved attendance and graduation rates, and increased interest in attending college.
- All students report having positive perceptions of teachers of color, experience feeling cared for, and being academically challenged.<sup>6</sup>

Employing a diverse teacher workforce benefits all students. According to a 2017 report, “Leading for Equity,” “recruiting, retaining, and supporting teachers of color is essential for creating an equitable education system. Teachers of color serve as positive role models and help prepare students to live in a multiracial society. Research suggests that they contribute to improved academic outcomes, particularly among minority students who are struggling.”<sup>7</sup>

### **Race & Ethnicity of Students and Their Teachers**

As of 2018-19, 22.4% of California’s public-school student population were White, while 61.2% of the teacher workforce in public schools was White. The largest percentage of students of color were Hispanic or Latino at 54.9%, while just 21.1% of the teachers share that demographic.<sup>8</sup>

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<sup>4</sup> <https://aheadoftheheard.org/defining-the-pipeline-in-teacher-and-leader-pipelines/>

<sup>5</sup> <https://www.smcoe.org/about/county-office-of-education/>

<sup>6</sup> <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

<sup>7</sup> <https://www.aspeninstitute.org/wp-content/uploads/2017/05/LeadingForEquity.pdf>

<sup>8</sup> <https://dq.cde.ca.gov/dataquest/Staff/StaffByEth.aspx?cLevel=State&cYear=2018-19&cChoice=StateNum&cType=O&cGender=B&Submit=1>

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=00&aggllevel=state&year=2018-19&ro=y>



Comparatively, for the same years in San Mateo County, 37.8% of students and only 10.4% of teachers identify as Hispanic or Latino. The figures for White students and faculty are slightly less disproportionate in our County where 24.8% of students are White while 61.7% of the teaching workforce identifies as White.<sup>9</sup>

**Ethnicity of California and San Mateo County Public-School Students and Staff  
2018-19**

Ethnicity	California <sup>10</sup>		San Mateo County <sup>11</sup>	
	Students %	Staff %	Students %	Staff %
African American	5.3	3.9	1.4	1.6
American Indian	0.5	0.5	0.2	0.3
Asian	9.3	5.8	15.7	8.9
Filipino	2.4	1.5	8.1	3.2
Hispanic/Latino	54.9	21.1	37.8	10.4
Pacific Islander	0.4	0.3	1.8	0.2
Two or more	3.9	1.0	7.0	1.2
White	22.4	61.2	24.8	61.7
Not Reported	0.9	5.7	3.2	12.5

**Significant Challenges Faced in Recruiting and Retaining Teachers**

**1. The “Teacher Pipeline”**

California is not alone in facing classrooms full of students and a shortage of qualified teachers to prepare them for college and future careers. States across the country are challenged by similar crises. A 2016 report estimated that, by 2020, the nation would need 300,000 new teachers every year.<sup>12</sup> This has resulted in a constricted teacher pipeline.

Three main factors drive teacher shortages in California: a decline in teacher preparation program enrollments, increased demand for teachers, and teacher attrition and turnover.<sup>13</sup> Teacher attrition and turnover occur at any time in the pipeline. The decline in teacher preparation is often related to financial issues. As college tuition costs continue to rise, many

<sup>9</sup> CBEDS, 2018-19; <https://dq.cde.ca.gov/dataquest/Staff/StaffByEth.aspx?cYear=2018-19&cChoice=CoTeach&TheCounty=41%20San%20Mateo&cType=O&cGender=B&Submit=1&cLevel=County>  
<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=41&aggllevel=county&year=2018-19&ro=y>

<sup>10</sup> California Department of Education.

<sup>11</sup> San Mateo County Office of Education.

<sup>12</sup> Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. Palo Alto, CA: Learning Policy Institute.

<sup>13</sup> Desiree Carver-Thomas, Tara Kini and Dion Burns, “Sharpening the Divide: How California’s Teacher Shortages Expand Inequality,” October 2015.

students incur higher debt by graduation; and over the last decade, average student loan debt increased at more than twice the rate of inflation.<sup>14</sup> To compound this problem, in California a fifth or sixth year of college is required to complete a teaching credential.

Furthermore, the impact of Covid-19 on the teacher workforce has yet to be fully understood as educators waded through the complexities of reopening schools. Shortages are likely to continue and may be exacerbated by anticipated teacher retirements and resignations – all of which may further shrink the pipeline.<sup>15</sup>

As the State’s largest producer of teachers, the California State University (CSU) is working to address this issue with a number of teacher pipeline programs designed to meet workforce needs of the State’s school districts. CSU’s initiative includes several teacher pathway programs: Community College Pathways, Mathematics and Science Teacher Initiative, EduCorps, Classified School Employee Pathways, Educators Rising, and Four-Year Integrated Teacher Education Programs & Teacher Shortage Fields. CSU describes its aspiration of developing a “well-flowing pipeline of diverse, passionate, and well-trained teachers to ensure that California’s students are better prepared for their own post-secondary educational path....”<sup>16</sup>

## **2. Teaching Pool**

Local education leaders shared that their districts compete for small pools of qualified teacher candidates in all areas, but the needs are most pronounced in high-demand disciplines of math, science, and special education. They also cited a lack of ethnic and racial diversity in their candidate pools.<sup>17</sup>

Enrollments in teacher education programs in California are rising, but not enough to replace the number of qualified teachers needed in classrooms to educate all six million of the State’s public-school students. The number of teaching credentials awarded as shown in the following chart shows that each academic year from 2014-15 through 2018-19 there was a small increase in the number of newly issued credentials.<sup>18</sup>

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<sup>14</sup> The Institute for College Access & Success, “Student Debt and the Class of 2014,” October 2015.

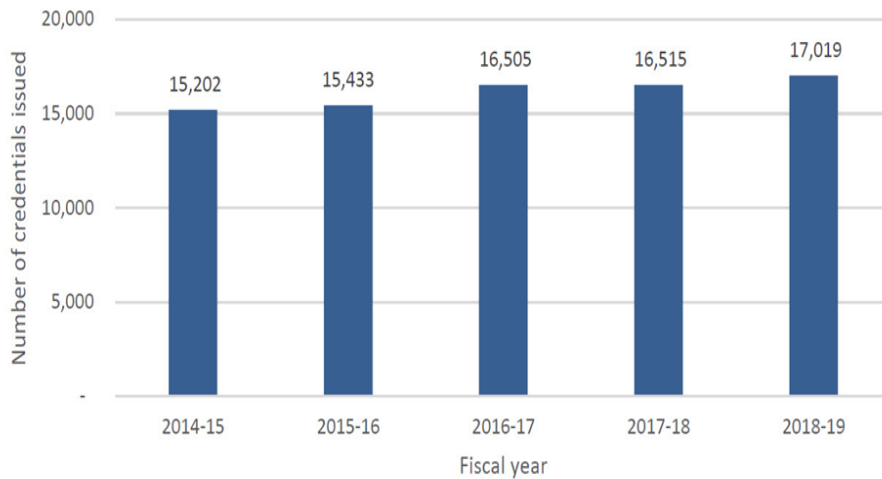
<sup>15</sup> Desiree Carver-Thomas, Tara Kini and Dion Burns, “Sharpening the Divide: How California’s Teacher Shortages Expand Inequality,” October 2015.

<sup>16</sup> <https://www2.calstate.edu/impact-of-the-csu/teacher-education/Documents/teacher-prep-background.pdf>

<sup>17</sup> Grand Jury interview.

<sup>18</sup> Teacher Supply in California 2018-19, “A Report to the Legislature,” Commission on Teacher Credentialing.

## Number of New California Teaching Credentials Issued, 2014-15 to 2018-19



### 3. High Cost of Living

According to the California Housing Consortium, San Mateo County (along with Marin and San Francisco counties) has the highest cost of living of any county in California.<sup>19</sup>

The following images reflect the disparities between income level, salaries by career, and income required to afford housing in the County. The middle image illustrates that in 2018, a salary of \$118,800 was needed to live and work in the County. San Mateo County average teacher salaries and benefits in 2019-20 ranged from \$73,900 to \$115,593.<sup>20</sup> The last image highlights median home prices in the County and annual income to afford median-priced housing.

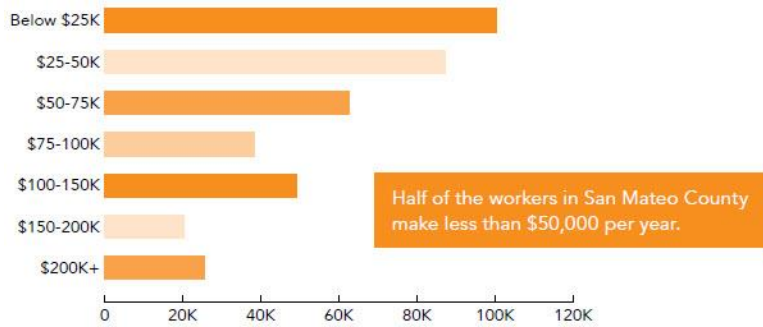
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<sup>19</sup> California Housing Consortium, <https://calhsng.org/california-counties-lead-list-of-most-expensive-jurisdictions-in-nation>

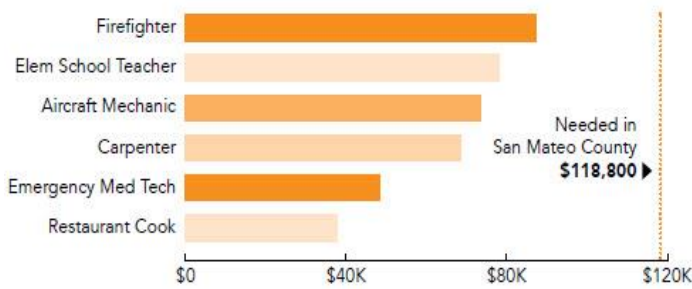
<sup>20</sup> Selected Certificated Salaries and Related Statistics, California Department of Education, School Fiscal Services Division; <https://www.cde.ca.gov/ds/fd/cs/documents/j90summary1920.pdf>

## A County of Extremes<sup>21</sup>

**Number of Workers in San Mateo County by Income Level**



**Typical Regional Salaries by Career vs. Salary Need to Afford an Apartment in San Mateo County**



**Affordability Gap Analysis: Median Home Prices and Income Required**

San Mateo County	Median Home Price, April 2018	Annual Income Needed to Afford Median Price (with 10% down)	Percent of Area Median Income
Single-Family Residence	\$1,630,250	\$382,960	323%
Condominium	\$938,000	\$225,360	190%
Area Median Income (AMI)		\$118,400	

### 4. Lack of Affordable Housing

San Mateo County suffers from a lack of adequate affordable housing which adversely affects school districts’ abilities to recruit teachers. The median home sales price in the County in 2020 was \$1.7 million; the median condominium sales price was \$895,000.<sup>22</sup> In 2019, the median

<sup>21</sup> <http://hlscmc.org/wp-content/uploads/2018/06/HLC2018-MovingReport-v7web-1.pdf>

<sup>22</sup> [https://www.samcar.org/userfiles/file/salesstats/sf\\_2020Annual.pdf](https://www.samcar.org/userfiles/file/salesstats/sf_2020Annual.pdf)

gross rental cost in San Mateo County was \$2,497 per month, compared with \$1,614 elsewhere in California and \$1,097 nationwide.<sup>23</sup>

## **5. California Legislation Prohibiting “Affirmative Action”**

In 1996, California voters approved Proposition 209,<sup>24</sup> titled “Prohibition against Discrimination or Preferential Treatment by State and Other Public Entities.” It banned the use of affirmative action involving race-based or gender-based preferences in hiring. In 2020, California revisited that decision, and the voters rejected Proposition 16, which would have repealed Proposition 209 and allowed affirmative action hiring. “These ballot measures have adversely affected our schools’ abilities to help close the proportional race and ethnicity gaps between students and teachers of color.”<sup>25</sup>

Nationally, Statewide, and more so at the County level, the obstacles faced by schools to achieve a diverse teacher workforce are many and formidable. However, creative solutions exist and are the subject of intense discussion and implementation, as explained below. In 2008, the National Education Association stated:

“The teaching profession continues to have too few teachers of color, while the student population becomes ever more diverse. The increase in student diversity and the ‘globalization’ of education have created needs that go beyond the call for “teachers who look like the students they teach” – the mantra of the 1980s and 1990s. Today, teachers of all ethnic and social backgrounds need to be culturally sensitive and globally aware.”<sup>26</sup>

This report examined racial and ethnic teacher diversity in the County.

## **DISCUSSION**

The call for diversity and equity in our social institutions, including public education, has been greatly amplified with the confluence of the Black Lives Matter movement and the social justice events of the summer of 2020. Coupled with the current disproportion of ethnicity and race between teachers and their students, these events prompted the Grand Jury to explore what the SMCOE and school districts are doing to address the issue. The Grand Jury also examined whether school districts demonstrate a transparent, visible commitment to addressing diversity in their workforce through written policies, strategic plans, resolutions, and other publicly available aspirational documents.

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<sup>23</sup> [https://www.samcar.org/userfiles/file/salesstats/sf\\_2020Annual.pdf](https://www.samcar.org/userfiles/file/salesstats/sf_2020Annual.pdf). Appendix A outlines other personal and practical considerations which impact County of San Mateo school districts’ ability to recruit and retain teachers.

<sup>24</sup> California Constitution, Article 1, Section 31(a).

<sup>25</sup> Grand Jury interviews.

<sup>26</sup> Strengthening and Diversifying the Teacher Recruitment Pipeline: Current Efforts, NEA Dept. of Teacher Quality, 2008.

## Survey of School Districts

San Mateo County has twenty-three public-school districts and the SMCOE, all of which operate independently. Each district and the SMCOE are governed by a separate board of voter-elected trustees.

The 2020-21 Grand Jury conducted a survey of the County’s school districts entitled, “Survey of Teacher Diversity in San Mateo County Schools.”<sup>27</sup> Directed to superintendents, it probed hiring practices, knowledge of the SMCOE’s workforce diversity goal,<sup>28</sup> and challenges as well as strategies for hiring a diverse teaching workforce. Nineteen of the twenty-three districts responded to the survey; three that did not respond to the survey participated in interviews.

## SMCOE’s Effort to Build and Strengthen a Diverse Workforce (Goal 2)

The 2016 SMCOE’s foundational Strategic Plan, “Excellence and Equity in Education,” was released after an eighteen-month process that included extensive research, analysis, and discussions throughout the agency and among its stakeholders – community leaders, schools and their districts, and State leaders. The current county superintendent of schools presented an updated plan to the San Mateo County Board of Education on February 5, 2020. Goal 2 in the Strategic Plan states, “Workforce development for student success: Build and strengthen a diverse workforce to support learners ages 0-22.”<sup>29</sup> The SMCOE is to be commended for including workforce diversity in its policy documents coupled with objectives to accomplish its goals. Goal 2 of the plan provides a model for school districts to adapt in their own written policy documents and strategic plans.

Local school districts have direct responsibility for the education of their students. While the SMCOE does not have the authority to set policy for school districts, it *can* provide educational vision and may influence districts to alter current policies, procedures, and practices. The vast majority (73%) of the survey respondents reported familiarity with the SMCOE’s Strategic Plan and indicated that aspects of Goal 2 are considered in district hiring of new credentialed staff.

## Objectives for San Mateo County Office of Education – Goal 2

The San Mateo Grand Jury examined SMCOE’s progress toward achieving the following objectives in Goal 2 of its Strategic Plan:

1. Finalize and promote a map of the educator/workforce pipeline.
2. Prepare a report on the demographic data of all learners and educators across the County to understand needs and target supports.
3. Develop and implement a teacher residency program.

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<sup>27</sup> Appendix B.

<sup>28</sup> [https://www.smcoe.org/assets/files/About\\_FIL/County%20Office%20of%20](https://www.smcoe.org/assets/files/About_FIL/County%20Office%20of%20)

<sup>29</sup> SMCOE Strategic Plan.

4. Explore and seek funding for a high-quality intern teaching credential or permit program.
5. Create a measurement tool to evaluate how our professional development programs align with the Multi-Tiered System of Supports (MTSS) framework for students with diverse needs. (Note: the GJ did not examine progress on this objective, as it did not directly impact the Grand Jury’s investigation.)

The progress toward each of the first four of the Goal 2 objectives is discussed below.<sup>30</sup>

### **Objective 1. Educator/Workforce Pipeline**

To address the lack of students entering the teaching profession, the SMCOE formed a workgroup of leaders from the community, school districts and State to develop a plan to diversify the faculty and administrative workforce. A working document, “Educator Pipeline Workgroup” (see Appendix C) delves into a broad range of issues and examines individuals’ journeys to determine how and when decisions are made to enter the teaching profession. The workgroup was on hiatus during much of 2020. As of May 2021, the SMCOE reported that the superintendent is working with staff to update the Strategic Plan goals. From that work, the SMCOE will determine whether to continue to develop the pipeline workgroup document. The update of the Plan’s goals is scheduled to be completed in Fall 2021.

### **Objective 2. Countywide Report on Demographic Data of Students and Teachers**

The SMCOE is collecting basic demographic workforce data to determine how it reflects that of the student population. One interviewee noted: “The SMCOE is intentionally pursuing a more diversified workforce to fill vacancies.”<sup>31</sup> However, a report on students and teacher demographics had not been produced as of May 2021. Such a report would be of value to the County’s school districts as they determine the needs of their diverse student populations and formulate academic strategies to support students.

The SMCOE created a position of executive director, equity, social justice and inclusion who will be coordinating work that focuses on student programs, building relationships and providing a messaging platform that reflects an anti-racist paradigm.<sup>32</sup> This office will examine policies, procedures, and actions to ensure they do not promote the disenfranchisement of students.

### **Objective 3. Teacher Residency/Intern Program**

The SMCOE has partnered with Alder Graduate School of Education (Alder) to address the diversity gap through its new teacher residency program. This program is an enhancement to the County’s existing internship program. The residency program is available to all school districts in the County and is designed to assist in hiring and retaining a diverse teaching workforce. It assists paraeducators and other individuals in obtaining their college degrees and credentials and

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<sup>30</sup> Based on documents received from SMCOE and interviews.

<sup>31</sup> Grand Jury interview.

<sup>32</sup> Grand Jury interview.

provides a valuable source of potential teachers, most of whom are current County residents. The concept of “growing your own” by recruiting those already working in schools and living in the community has the collateral benefit of hiring faculty who are more likely to stay in the profession. Candidates spend one year teaching in the classroom as an intern under the mentorship of a teacher, while also taking coursework. Upon completion, interns receive a master’s degree and teaching credential.

Currently, twenty candidates from six school districts and the SMCOE are enrolled in the program, of which sixteen are people of color. Individuals interviewed by the SMCOE described it as an innovative model for teacher training. The program emphasizes equity and diversity and has shown positive outcomes.<sup>33</sup>

According to SMCOE officials, State grant funding has helped underwrite the program. In addition, Alder has developed relationships with major private funders of education, including the Bill and Melinda Gates Foundation, to utilize philanthropic funds to help offset various program costs. Alder provides the salary for a half-time coordinator position at SMCOE; that individual also works in the teacher credentialing department. One of the priorities of the program is to increase the number of special education teachers for schools across the County.

#### **Objective 4. Teacher Induction and Administrative Credential Programs**

Through the Commission on Teacher Credentialing, the SMCOE offers an innovative program to meet the needs of secondary, elementary, and special education teachers in the County. The “Teacher Induction Program” assists new teachers with preliminary credentials to earn their “clear” credential in two years. The program provides mentors for new teachers during their first two years, typically the most challenging time of a teaching career.

Teachers who participate in this program build upon the skills and knowledge they acquired in pre-service, leveraging individual coaching support, formative assessment tools and processes, and professional development, a process leading to improved teacher efficacy and retention. The induction program emphasizes special education teachers, a countywide need. The SMCOE continues to explore a funding source for the induction program. In 2018-19, 306 teachers participated in this program.<sup>34</sup>

The SMCOE also offers a thirteen-month, equity-focused Preliminary Administrative Services Credential Program (PASC), designed for educators who want to earn an administrative credential to either deepen their current work or expand career opportunities in site- or district-based administration. According to the program’s mission statement “PASC is committed to improving the leadership qualities of aspiring administrators serving all students by developing the capacity of leaders to be instructional leaders, systems thinkers, and equity-centered.”<sup>35</sup> In

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<sup>33</sup> <https://aldergse.edu/impact/> <https://aldergse.edu/impact/>

<sup>34</sup> SMCOE Report to the Community 2018.

<sup>35</sup> <https://www.smcoe.org/for-educators/credential-programs/administrative-credential.html>



2018, thirty administrators received their preliminary administrative credential and thirty-five cleared their Tier II administrative credential.<sup>36</sup>

### **Summary of SMCOE’s Progress**

The SMCOE has made considerable progress toward Goal 2 of its Strategic Plan, adopted in 2018, although some activities were hindered due to the pandemic and may not be completed in 2021 (the final year of the Plan). Goal 2 addresses challenges the County faces in pursuing a diversified teaching workforce that more closely mirrors the student population. The Grand Jury applauds the SMCOE for taking a leadership role in creating a plan for diversifying the teaching workforce. While it has no formal authority over school districts, the SMCOE can provide its vision for workforce diversity and the Strategic Plan to serve as an example and influence districts to adopt needed policies, practices, and procedures.

### **What are School Districts Doing to Diversify Their Teacher Workforces?**

Several common challenges to hiring a diverse teaching workforce were cited by San Mateo County school leaders.<sup>37</sup> The challenges were similar to national and State difficulties described earlier, including:

- high cost of living and salary disparities among districts across the County;
- lack of affordable housing;
- diminishing educator/teacher pipeline and increasing educational costs for a teacher credential; and
- the diminishing pool of teacher applicants.

County school districts have developed creative and thoughtful strategies to meet these challenges.

### **Challenge 1. High Cost of Living and Salary Disparities**

As mentioned previously, compensation varies greatly among school districts in San Mateo County. According to several superintendents, lower paying districts often lose teachers to higher paying districts. This often occurs at or close to the start of the new school year, leaving districts to scramble for replacement teachers.

#### **Incentives as a Solution**

Teacher incentives vary by district, based largely on budgets. Some districts have surplus revenue or other financial sources such as foundations that can fund incentives. Examples include:

- awarding stipends for bilingual certification;

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<sup>36</sup> SMCOE Report to the Community 2018.

<sup>37</sup> Grand Jury’s 2020-21 survey and in interview.

- underwriting the cost of continued teacher preparation which can cover or reimburse a portion of tuition costs (sometimes in exchange for a commitment to stay in a district for a specific number of years);
- providing robust health benefits funded by the school district; and
- offering signing bonuses for the hardest to fill disciplines, such as special education, math, and science.

## **Challenge 2. Lack of Affordable Housing**

Most school officials acknowledged<sup>38</sup> that a lack of affordable housing is a serious problem for both teacher recruitment and retention. Many district officials indicated it is likely to reach crisis proportions as teachers retire, resulting in growing recruitment needs. Interviewees shared that their districts are losing teachers who are moving out of the area so they can purchase homes and raise families. One school district indicated the lack of practical public transportation to and from its isolated geographic location compounded the problem of a shortage of affordable housing within reasonable commuting distance. Respondents stated salary enhancements and attractive teaching environments are not sufficient incentives for new teachers who must dedicate ever-increasing proportions of earnings to housing costs.<sup>39</sup>

### **Creative Solutions**

Some districts and local agencies are seeking creative solutions, and below are examples of ones that are underway. The list is not comprehensive because some districts are still in discussion and planning approaches to this complex issue:

- The Jefferson Union High School District (JUHSD) is building 200 units for teacher/staff housing that will be available to all certificated and classified staff in 2022 at reduced rental rates to help recruit and retain a diverse workforce. JUHSD was the first school district in the nation where voters passed a bond measure supporting the development of this affordable employee housing.<sup>40</sup>
- San Mateo-Foster City School District has partnered with HIP (Human Investment Project) Housing, a nonprofit organization assisting residents with low-income housing.<sup>41</sup>
- Cabrillo Unified School District (CUSD) is currently working with its board to issue a request for proposal to real estate advisors to ascertain if the district can use surplus property for employee housing. MidPen Housing, a nonprofit organization, is working with CUSD to provide safe, affordable, and high-quality housing to those in need and is working on a new coast-side option.

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<sup>38</sup> Grand Jury survey and interviews.

<sup>39</sup> Grand Jury interviews.

<sup>40</sup> [www.kron4.com/news/san-mateo-county-school-district-is-first-in-us-to-offer-affordable-housing-for-teachers/](http://www.kron4.com/news/san-mateo-county-school-district-is-first-in-us-to-offer-affordable-housing-for-teachers/)

<sup>41</sup> Grand Jury interview.

- Ravenswood City School District has established a partnership with Facebook which will include affordable housing projects.
- The Housing Endowment and Regional Trust of San Mateo County (HEART), a public/private partnership among cities, the County, businesses, nonprofits, education, and labor communities, was established to create more affordable housing opportunities in San Mateo County and has a special interest in assisting school districts develop their own dedicated housing, as well as providing individual teachers with low-interest loans. Its primary focus is providing pre-development funding to school districts seeking to partner with developers, some of whom build exclusively for below market rate projects. To date, HEART has invested over \$19 million to fund over 1,300 affordable homes.<sup>42</sup>
- A Home for All is a collaborative initiative comprised of the County of San Mateo, local governments, school districts, community-based and faith-based organizations, advocacy groups and businesses. Its mission is to develop a climate where a diversity of housing is built and preserved so that San Mateo County is a culturally, generationally, and economically diverse community with housing for all. It was cited as the focus of one district’s working group on teacher housing but was halted during COVID.<sup>43</sup>

The difficulty of finding affordable housing in San Mateo County and the adverse effects on teacher recruitment and retention continue to be serious and complex, with the potential for becoming significantly worse in the coming years. Therefore, this Grand Jury did not examine educator housing in depth and may refer the topic to a future Grand Jury.

### **Challenge 3. Diminishing Pipeline and Increasing Educational Cost for Credentials**

California continues to require a fifth or sixth year of college to attain a teaching credential, and this negatively impacts San Mateo County schools. One interviewee stated they have spoken to numerous students over the years at job fairs who say that the additional years of tuition deters them from attaining a teaching credential and position.<sup>44</sup> The cost of college and the unwillingness of California to adapt to a four-year teaching degree (as other states have done) discourages students from a California-based teaching career. The process to obtain a teaching credential in California was also cited as a challenge when recruiting.<sup>45</sup>

#### **Internal Pipeline Solution – “Grow Our Own”**

With districts competing for a declining pool of new teachers, some districts have adopted a strategy of “grow our own.” This includes:

1. partnering with universities to identify promising teachers of color and offer incentives like tuition assistance; and

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<sup>42</sup> <https://www.heartofsmc.org>

<sup>43</sup> <https://homeforallsmc.org>

<sup>44</sup> Grand Jury interview.

<sup>45</sup> Grand Jury interview.

2. building strong support systems for teacher residents/student teachers which includes a pool of highly skilled teacher mentors at school sites, with supportive principals, and training and collaboration opportunities.

The SMCOE's partnership with Alder Graduate School of Education, the Redwood City non-profit school funded in large part by the Bill and Melinda Gates Foundation, is cultivating teachers drawn from paraeducators who are already working in the schools and living in the local community. One district working within this program will have seven new teacher-residents of color in the 2021-2022 school year, with all earning their special education teaching credential. Alder has a track record of supporting a more diverse workforce and preparing future teachers who stay in the workforce longer than traditionally prepared educators.<sup>46</sup>

### **Ayudando Latinos a Soñar (Helping Latinos Dream)**

Ayudando Latinos A Soñar is a Latino Cultural Arts and Social Services Program in Half Moon Bay and is dedicated to supporting the youth and families of this coastal community in the County. In collaboration with the agency, the migrant education office in one district had a student working as a tutor – the district was able to hire him as a kindergarten teacher after he finished college. Another participant in the adult school ESL program was recruited and hired as a custodian. As a result of this recruitment, the district is now working on translating the personnel entrance test into Spanish so there is no language barrier. While this strategy does not directly affect diverse teacher recruitment, it stands as an example of a creative way to reach out to local agencies and the adult school.

### **Assisting with Visas, Education Costs and Flexible Scheduling**

Local examples include the following:

- The hiring of a math teacher from Africa, through Stanford University, staying here on a visa. The student is currently a probationary employee, on the path to permanent status, and the district has assisted with the complex visa process.
- Over the last two school years, a district supported six instructional assistants in earning their teaching credentials through a combination of course tuition and textbook reimbursement, paid professional development, and mentoring. All six were hired as district teachers. Four of the six individuals are people of color.

Districts who work with teachers to obtain work visas indicated further SMCOE support in facilitating this process would be beneficial. A successful strategy cited was to offer candidates flexible classroom scheduling accommodations to complete their qualifications.

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<sup>46</sup> Grand Jury interview.

## **Grants**

One district applied for and received a Local Solutions Grant from the Commission on Teacher Credentialing. They now offer tuition assistance to grow their own special education teachers within their classified, substitute, and paraeducator staff, who are often more diverse.

### **Challenge 4. Dwindling Pool of Teacher Applicants**

Survey respondents and interviewees acknowledged the need for non-discriminatory practices and non-preferential treatment of applicants. School districts interview *all* candidates who are qualified for an open position.<sup>47</sup> Qualification is possession of the requisite credential(s) needed to fill the vacant teaching position. School districts are “competing” for qualified applicants and “think outside the box” for recruitment strategies to increase applicant pools, expecting this will produce greater diversity.

### **Solution: Recruit from Other Countries**

One district with a large Filipino student population participates in Alliance Abroad, a program which brings teachers from the Philippines to teach in the United States. This program has resulted in ten teachers of color hired by the school district.

### **Job Fairs**

Most San Mateo County school districts participate in local college, university, and SMCOE-sponsored job fairs, in-person and virtually. Some districts have launched more innovative approaches:

- attending job fairs that are known to attract a diverse jobseeker population;
- branching out beyond Bay Area institutions’ job fairs;
- casting a wider net by reaching out to universities in other parts of the State and out-of-state that enroll a high percentage of students of color;
- seeking a more diverse pool of candidates, citing job fairs offered by Historically Black Colleges and Universities (HBCUs); and
- participating in job fairs at colleges and universities that offer bilingual certification (BCLAD) programs. This is an approach used by one district with a unique dual-immersion program in which all subjects are taught in Spanish. Pre-pandemic, this district also hired interns through specialized programs that provided native Spanish speakers to their dual-immersion classrooms.

Once candidates are recruited, a district noted that it is still important to have a diverse representation of staff, including site administrators, on interview panels. Similarly, a diverse presence at university career fairs was deemed important.

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<sup>47</sup> Grand Jury interviews.

### **University Partnerships/Outreach**

One district had initial meetings with San Jose State University about an online bachelor's degree program with a focus on education and hopes to attract and support staff members to earn their degree and eventually a teaching credential. Several districts have found success working directly with university internship programs.

When possible, districts look to former students and community members encouraging them to apply, as well as recruiting students that are currently in graduate programs from local universities.

Outreach efforts extend to colleges and universities in other Bay Area counties with more diverse populations. Additionally, a partnership with Skyline College has been successful where one school district's administrator teaches a course: "Introduction to Classroom Teaching," through which community college students are recruited into paraeducator positions and supported while they continue their studies. This district also cites active partnerships with the University of San Francisco and San Francisco State University.

### **Expanding an Online Recruiting Presence**

EDJOIN is the online platform used by most school districts to post open credentialed job descriptions. One district specifically customizes job descriptions to include language focused on experience working with a diverse population. Expanding on traditional EDJOIN postings, another district utilizes a program called CareerArc which automatically posts positions from EDJOIN onto Facebook, Indeed, and LinkedIn to increase their outreach to potential applicants. Advertising positions with the Association of Latino American Administrators and the Association of African American Administrators were online outreach strategies cited.

### **SMCSBA Equity Network – An Opportunity to Expand Workforce Diversity**

In 2020, the San Mateo County School Boards Association (SMCSBA) launched Equity Network, a collaboration between school board members and their executive leadership teams working together to bring systemic change by addressing long-standing racial inequities. Approximately seventy school board members and educators from fifteen districts, including the San Mateo County Office of Education, are currently participating. To date, most districts have focused on specific practices that directly impact students with long histories of inequitable outcomes. The Grand Jury was informed that in subsequent years, several districts will support efforts to build a more diverse workforce.<sup>48</sup> Although the SMCSBA has not focused specifically on promoting workforce diversity, the group is asking important fundamental questions:

- What are our hiring practices?
- Are district and school staff demographically reflective of the student body? If not, how are districts preparing staff to work with these students and communities?

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<sup>48</sup> Grand Jury interview.

- Why have districts not taken these first basic steps to creating a culturally reflective school environment that challenges an oppressive system?<sup>49</sup>

### **Goal Statements, Strategic Plans**

In interviews and survey responses, many district representatives indicated their commitment to recruiting a diverse teaching staff. Examples include:

- One superintendent shared that “representation matters.” The district is focused on “building an ethic” and it “looks for faces that reflect the student population” across the district. This particular district convened an Anti-Racism Advisory Team tasked with revamping recruitment and screening processes to eliminate bias. The superintendent also reports annually to the school board about hiring practices and diversity.<sup>50</sup>
- Another district’s mission and vision are focused on equity with their Equity Task Force, comprised of community members, staff, parents, and students, that is tasked with looking at diversity within the district. One interviewee will be presenting an equity statement to the school board that they intend to be included at the heading of all job postings.
- Some districts provide professional development addressing issues of equity.
- Others are beginning to create “affinity” groups to create a sense of togetherness and support, particularly for new teachers.

While districts support diversity, they are not always certain how to find diverse people and attract them. With the exception of the SMCOE, Menlo Park City School District, Sequoia Union High School District, Jefferson Union High School District, San Mateo Union High School District, Bayshore Elementary School District and Hillsborough City School District, the Grand Jury found identification of workforce diversity in Strategic Plans and other aspirational documents posted on districts’ websites was minimal or non-existent.

### **Summary of School Districts’ Efforts**

School districts in the County identified common challenges to recruiting and hiring a diverse teaching workforce. These challenges, impacting education nationally and statewide, include the diminishing pool of teacher applicants, salary disparities among districts in the County, the high cost of living, and the lack of affordable housing. Many of the districts have developed creative strategies for addressing the challenges and by looking at countywide statistics, the gap between teachers of color and their students is slowly decreasing. Many of the strategies employed by school districts will take time to produce results.

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<sup>49</sup> [https://www.smdailyjournal.com/opinion/guest\\_perspectives/correcting-inequities-in-our-school-systems/article\\_8d6b4622-b4ee-11ea-9f70-eb3920932eaf.html](https://www.smdailyjournal.com/opinion/guest_perspectives/correcting-inequities-in-our-school-systems/article_8d6b4622-b4ee-11ea-9f70-eb3920932eaf.html)

<sup>50</sup> Grand Jury interview.

## **BEST PRACTICES**

School districts should consider the following best practices:

1. When recruiting new teachers, school districts should “cast a wide net” and utilize creative advertising, messaging and other promotional and recruitment strategies found to be successful by other districts in attracting candidates of color. Examples include:
  - attending job fairs at Historically Black Colleges and Universities;
  - reaching out to Hispanic and Black superintendents’ associations to tap into their networks of potential candidates; and
  - recruiting beyond the Bay Area, including other states and countries.
2. Several school districts cannot develop, nor do they have, teacher induction and internship programs to “grow their own” pool of teacher candidates to fill future openings. Those school districts should encourage potential candidates in classified positions to participate in the San Mateo County Office of Education programs designed to facilitate becoming credentialed.
3. Superintendents and board members should participate in the San Mateo County School Boards Association Equity Network meetings to collaborate and brain-storm strategies for increasing a diverse teacher workforce.
4. San Mateo County school districts should consider allying with a housing agency such as HEART and Home for All to:
  - help identify the housing needs of its teachers and other employees;
  - assess the potential benefits of partnering with developers who specialize in public/private ventures to provide affordable housing, as needed; and
  - explore the possibilities of partnering with other school districts on such housing projects.
5. Each year, before the end of the calendar year, district superintendents should report to their respective boards of trustees, and the public at large, on the progress made in that year toward matching the ethnicities of the teachers hired to the ethnicities of students enrolled.

## **FINDINGS**

- F1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A Countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruiting efforts.
- F2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.
- F3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.



- F4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.
- F5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.
- F6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.
- F7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.
- F8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.
- F9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.
- F10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.
- F11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.

## RECOMMENDATIONS

- R1. By June 30, 2022, school districts should include a commitment to teacher diversity in their strategic plans, goals, and/or objectives, using the Strategic Plan developed by the San Mateo County Office of Education as an example. These aspirational documents should be *prominently and publicly displayed on their website*.
- R2. The San Mateo County Office of Education should regularly sponsor teacher diversity forums, and invite superintendents, district human resource managers, principals, and school board members to participate. The forums should address current challenges districts face with regard to recruiting teaching staff in general, and teachers of color, and share best practices and strategic solutions. This should begin in advance of next year's recruiting cycle, no later than April 30, 2022.
- R3. The San Mateo County Office of Education should expand its outreach to school districts and publicly share the demographic data of all learners and educators in the County when its planned report is completed, but no later than the end of the 2021-22 school year.

## REQUEST FOR RESPONSES

Pursuant to Penal Code Section 933.05, the Grand Jury requests responses as follows:

All Findings; Recommendations 2 and 3:

- San Mateo County Office of Education

All Findings; Recommendation 1:

- Bayshore Elementary District
- Belmont-Redwood Shores School District
- Brisbane School District
- Burlingame School District
- Cabrillo Unified School District
- Hillsborough City School District
- Jefferson Elementary School District
- Jefferson Union High School District
- La Honda-Pescadero Unified School District
- Las Lomas Elementary School District
- Menlo Park City School District
- Millbrae Elementary School District
- Pacifica School District
- Portola Valley Elementary School District
- Ravenswood City School District
- Redwood City School District
- San Bruno Park School District
- San Carlos School District
- San Mateo-Foster City School District
- San Mateo Union High School District
- Sequoia Union High School District
- South San Francisco Unified School District
- Woodside Elementary School District

## RESPONSE REQUIREMENTS

*Penal Code Section 933.05* (emphasis added)

(a) For purposes of subdivision (b) of Section 933, as to each grand jury finding, the responding person or entity shall report one of the following:

(1) The respondent **agrees** with the finding.

(2) The respondent **disagrees** wholly or partially with the finding, in which case the response shall **specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.**

(b) For purposes of subdivision (b) of Section 933, as to each grand jury recommendation, the responding person or entity shall report one of the following actions:

2020-21 San Mateo County Grand Jury

(1) The recommendation has been implemented, **with a summary regarding the implemented action.**

(2) The recommendation has not yet been implemented, but will be implemented in the future, **with a timeframe for implementation.**

(3) The recommendation requires further analysis, **with an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the grand jury report.**

(4) The recommendation will not be implemented because it is not warranted or is not reasonable, **with an explanation therefor.**

## **METHODOLOGY**

Information contained in this report is based upon the following:

Survey of San Mateo County public-school superintendents with the following districts responding:

- Bayshore Elementary District
- Belmont-Redwood Shores School District
- Brisbane School District
- Burlingame School District
- Cabrillo Unified School District
- Hillsborough City School District
- Jefferson Elementary School District
- Jefferson Union High School District
- Las Lomas Elementary School District
- Menlo Park City School District
- Pacifica School District
- Portola Valley Elementary School District
- Redwood City School District
- San Bruno Park School District
- San Carlos School District
- San Mateo-Foster City School District
- San Mateo Union High School District
- South San Francisco Unified School District
- Woodside Elementary School District

Reports issued by the Civil Grand Jury do not identify individuals interviewed. Penal Code Section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Civil Grand Jury.

## Interviews

- Thirteen interviews with leaders from County school districts, San Mateo County Office of Education, San Mateo County School Boards Association, Alder Graduate School of Education, and officials from two local housing agencies.
- Officials from the following school districts participated in interviews with the Grand Jury:

Cabrillo Unified School District  
Jefferson Union High School District  
Menlo Park City School District  
Millbrae School District  
Ravenswood City School District  
San Mateo County Office of Education  
San Mateo-Foster City School District  
Sequoia Union High School District

## Documents

- Review of the SMCOE’s Strategic Plan, “Excellence and Equity in Education.”
- Review of the SMCOE’s “Educator/Workforce Pipeline Working Document.”
- Review of individual school district recruitment and hiring policies, interview procedures, and equity statements.
- Review of faculty- and student-related statistics of San Mateo County school districts and the County Office of Education.
- Review of the literature on diversity of the teaching workforce. Specific articles and reports are listed in the bibliography.

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## APPENDIX A: Comparison of Counties Cost of Living, Housing Costs and Household Income

	San Mateo County	Santa Clara County	San Francisco County	Alameda County	SF Bay Area	Los Angeles Metro Area	California	USA
<b>*Overall Cost of Living<sup>2</sup></b>	260.8	241.5	266.5	192.9	225.3	169.7	149.9	100
<b>*Housing<sup>1</sup></b>	578.2	519.2	586.5	375.1	457.1	289.1	239.1	100
<b>Median Home Cost<sup>1</sup>(\$)</b>	1,336,800	1,200,500	1,356,000	867,200	1,056,820	668,500	552,800	231,200
<b>Median Annual Household Income<sup>2</sup>(\$)</b>	124,425	126,606	112,376	102,125	107,898	72,563	75,277	61,937

\*Index based on “100” as the mean USA cost.

<sup>1</sup>[Sperling’s Best Places 2020](#)

<sup>2</sup>[DataUSA, 2020](#)



## Appendix B: Survey of San Mateo County Public-School Superintendents

### 2020-2021 Survey of Teacher Diversity in San Mateo County Public Schools

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This survey was created by the 2020-2021 San Mateo County Civil Grand Jury. Please complete this survey and submit it on or before Friday, January 22, 2021.

You are admonished not to reveal to any person, except as directed by the Court, any questions asked, any responses given or any other matters concerning the nature or subject of the Grand Jury's investigation. Violation of this admonition is punishable as contempt of Court. This admonition does not preclude you from confidentially discussing your legal rights with your attorney. Thank you for your participation.

Email: \_\_\_\_\_

1. Name of person completing the survey.
  2. Job title of person completing the survey.
  3. Name of your school district.
  4. How are open teacher positions filled in your school district?
  5. Are there written guidelines/protocols for hiring teachers and other credentialed staff?
  6. Who at the district or the school-site participates in the hiring process and what are their roles?
  7. How are candidates who are offered an interview for credentialed staff openings chosen from the pool of qualified job applicants?
  8. Is your school district familiar with the San Mateo County Office of Education's (SMCOE) current Strategic Plan (2019-2021) entitled, "Excellence and Equity in Education"? See: [https://www.smcoe.org/assets/files/About\\_FIL/County%20Office%20of%20Education\\_FIL/SMCOE\\_Strategic\\_Plan\\_2019-21.pdf](https://www.smcoe.org/assets/files/About_FIL/County%20Office%20of%20Education_FIL/SMCOE_Strategic_Plan_2019-21.pdf)
  9. "Goal #2" in that Strategic Plan is identified as "Workforce Development for Student Success – Build and strengthen a diverse workforce to support learners ages 0-22." Do any aspects of this goal help guide your school when hiring new credentialed staff? See: [https://www.smcoe.org/assets/files/About\\_FIL/County%20Office%20of%20Education\\_FIL/SMCOE\\_Strategic\\_Plan\\_2019-21.pdf](https://www.smcoe.org/assets/files/About_FIL/County%20Office%20of%20Education_FIL/SMCOE_Strategic_Plan_2019-21.pdf)
  10. In practical application, please explain how the principles that inspired the SMCOE to adopt Goal #2 play a role in your school's selection of new credentialed staff.
  11. Please describe specific examples of successes your school has had in hiring with a focus on building diversity within the credentialed staff workforce.
  12. Provide examples of specific recruitment strategies that your school district utilizes to attract a diverse pool of applicants.
  13. Please list and briefly describe any circumstances that make it difficult for your school to hire a diverse faculty reflecting the school's community and student body.
  14. Finally, can you offer any insights and/or solutions to overcoming the challenges of hiring a diverse faculty?
- 

Thank you for participating in this survey. We welcome any questions or comments you may have.

2020-21 San Mateo County Grand Jury

# APPENDIX C: Employee/Workforce Pipeline Working Document – SMCOE

## Educator Pipeline Workgroup

High School Students	Community College Students	B.A. / B.S. College/University	Credential Programs (Intern / Residency / Full-Time Credential)	Teachers (years 1-3)	Teachers (years 4 +)	Administrators (years 1-3) and (4+)
<p>CTE Educator Programs at high schools:</p> <ul style="list-style-type: none"> <li>Hillsdale HS (one year out)</li> <li>Oceana (established)</li> <li>El Camino HS (discussing)</li> </ul>	<p>*clearly articulate a path for future teachers at Community Colleges / includes articulating next steps for enrolling for B.A. / B.S. and pursuing a credential</p> <p>Ex: <u>Elementary Education Teacher for Transfer AA</u> (Skyline)</p>	<ul style="list-style-type: none"> <li>Support / be informed about the prospect of 4yr BA/BS + credential (what is status at local CSUs?)</li> <li>CSU Silicon Valley (targeted focus - watch the development of CSU SV)</li> </ul>	<p><b>Intern Credential<sup>1</sup></b></p> <ul style="list-style-type: none"> <li>Classified Grant (SFSU Intern Credential Teachers)</li> <li>Possibility to offer intern credential program via SMCOE (initial partnership with Sonoma COE or other) \$             <ul style="list-style-type: none"> <li>Special Education</li> <li>Math/Science</li> </ul> </li> </ul>	<p>Teacher Induction Program</p> <p>Clear Teaching Credential (2 years of coaching and job-embedded focus/PD)</p> <ul style="list-style-type: none"> <li>General Education</li> <li>Special Education</li> </ul> <p>Required for all credentialed teachers to complete within 5 years (recommended first two years)</p>	<p>Teacher Leader Series at SMCOE</p> <p>(currently participation only - looking at badging or micro-credentialing)</p>	<p>Clear Administrative Services Credential (ACT II)</p> <p>- 2 years of coaching and job-embedded goals and PD</p> <p>Required for all credentialed administrators to complete within 5 years (recommended first two years)</p>
<p>Career Exploration Workshops (All Careers, including teaching/education)</p>	<p>• New Dean at SFSU (exploring the idea of 2+2 + credential within 4 years)</p>		<p><b>Teacher Residency<sup>2</sup></b> <u>Alder Graduate School of Education</u></p>		<p>Mentor Program - mentors participate in a yearlong curriculum to develop coaching and mentoring skills while mentoring new teachers</p>	<p><b>Teacher and Administrator Development Team:</b></p> <p>Coaching (of veteran/experienced administrators) at site and district level</p>
Workshop Presentations	Develop a relationship with	California Center on	<b>Full-Time Credential</b>	ECET2 - Annual Conference and Celebration (March)		

<sup>1</sup> **Intern Credential:** (full-time teaching assignment and school to earn credential - teacher of record)

(Career Day) specifically focused on being a teacher	local CC districts to recruit for teachers (IA, paras, substitutes and credentialed teachers)	Teaching Careers <a href="https://www.californiateach.org/">https://www.californiateach.org/</a> Career Guidance and recruitment (virtual job fair, career info, Cal Ops, EdJoin)	<p><b>Program<sup>3</sup></b></p> <ul style="list-style-type: none"> <li>Current offerings locally (in person or online)</li> </ul>	Opportunity for ongoing connection, recognition, and work during the rest of the year		
* HS students earning dual enrollment credit (promote education courses / Education Pathway)	<p>Current programs</p> <ul style="list-style-type: none"> <li>Skyline - early education transfer</li> <li>Cañada - afterschool certificate / early education transfer</li> <li>CSM - no education program specifically</li> </ul>	Classified Grant (partner with IHEs) - classified employees eligible to earn BA/BS and credential	Added CTE Authorization	<ul style="list-style-type: none"> <li>Credentialed teachers will be able to enroll in Orange County COE's online program to earn CTE credential authorization (add-on to base)</li> </ul>	<p>Preliminary Administrative Services Credential (PASC)</p> <p>- 13-month program at SMCOE to earn a credential to be a site or district administrator</p>	
Outdoor Cabin Leaders (HS Cabin Leaders)	Anne Campbell Center for Children and Families <b>Lab School<sup>4</sup></b>		<p><b>Future Credential Possibilities / Partnerships</b></p> <ul style="list-style-type: none"> <li>Preschool-Grade 3 credential (under discussion at CTC)</li> <li>Work with Encorp (career changers) to earn credentials/start as STEAM volunteer</li> </ul>			
Big Lift (Summer Interns) prior to starting college		Better Together (annual CSU virtual and in-person one-day summer conference)				
	• Substitutes, Paraprofessionals and	*SMCOE Campaign to promote teaching (elevate status and voice of teachers)				

<sup>3</sup> **Full-Time Credential Program:** (student teaching for partial periods, earning a credential and *not* the teacher of record)

<sup>4</sup> **Lab School:** a school where research-based practices are put into place for the benefit of developing educators while benefitting students enrolled

Instructional Aides (how to recruit, train and support)	SMCOE Superintendent's Office focus campaign What teachers do, the contributions and impact to the community, personal stories, recognition (TED talk series, etc.), events, networking, celebration and recognition
---	---

## APPENDIX D: San Mateo County Teacher and Student Ethnicity in 2018-19

### San Mateo County Public School – Teachers by Ethnicity – 2018-19

District Name	# of Staff	African American	Native American	Asian	Filipino	Hispanic/Latino	Pacific Islander	White	Not reported	2 or more races
Bayshore Elementary	27	0.00%	0.00%	11.11%	0.00%	11.11%	0.00%	77.78%	0.00%	0.00%
Belmont-Redwood Shores Elementary	238	1.26%	1.26%	10.08%	3.78%	6.30%	0.00%	74.79%	0.84%	1.68%
Brisbane Elementary	38	2.63%	0.00%	7.89%	0.00%	7.89%	0.00%	76.32%	2.63%	2.63%
Burlingame Elementary	174	0.00%	0.57%	8.62%	0.00%	12.07%	0.00%	74.71%	4.02%	0.00%
Cabrillo Unified	181	0.00%	0.00%	3.31%	1.66%	14.92%	0.00%	78.45%	1.66%	0.00%
Hillsborough City Elementary	126	0.00%	0.00%	7.14%	0.00%	6.35%	0.00%	83.33%	0.79%	2.38%
Jefferson Elementary	662	1.06%	0.76%	11.03%	5.89%	7.25%	0.00%	71.90%	0.76%	1.36%
Jefferson Union High	283	1.41%	1.06%	8.13%	8.13%	10.95%	0.00%	62.90%	3.89%	3.53%
La Honda-Pescadero Unified	31	0.00%	0.00%	3.23%	3.23%	6.45%	0.00%	87.10%	0.00%	0.00%
Las Lomas Elementary	105	0.00%	0.00%	6.67%	1.90%	2.86%	0.95%	85.71%	0.00%	1.90%
Menlo Park City Elementary	222	0.45%	0.00%	3.15%	0.45%	8.56%	0.00%	70.27%	14.41%	2.70%
Millbrae Elementary	117	0.85%	1.71%	10.26%	0.85%	1.71%	0.00%	80.34%	2.56%	1.71%
Pacifica	171	0.00%	0.00%	6.43%	2.34%	4.09%	0.00%	84.80%	0.00%	2.34%
Portola Valley Elementary	57	0.00%	0.00%	8.77%	0.00%	3.51%	0.00%	85.96%	1.75%	0.00%
Ravenswood City Elementary	248	6.45%	0.00%	8.47%	2.42%	17.34%	0.00%	37.10%	27.82%	0.40%
Redwood City Elementary	485	2.27%	0.41%	7.42%	1.44%	20.62%	0.21%	65.98%	1.24%	0.41%
San Bruno Park Elementary	99	0.00%	0.00%	6.06%	2.02%	8.08%	2.02%	57.58%	23.23%	1.01%
San Carlos Elementary	227	0.00%	0.00%	4.85%	1.32%	8.37%	0.00%	81.94%	1.32%	2.20%
San Mateo County Office of Education	123	4.07%	0.00%	4.07%	4.07%	9.76%	0.81%	65.85%	4.88%	6.50%
San Mateo Union High	579	1.73%	0.00%	8.46%	3.28%	12.09%	0.35%	73.75%	0.00%	0.35%
San Mateo-Foster City	663	1.21%	0.45%	11.76%	4.07%	7.24%	0.15%	71.79%	1.96%	1.36%
Sequoia Union High	665	2.11%	0.60%	8.27%	1.80%	14.59%	0.30%	70.53%	0.75%	1.05%
South San Francisco Unified	514	1.56%	0.19%	9.92%	5.84%	5.45%	0.19%	44.36%	31.91%	0.58%
Woodside Elementary	47	0.00%	0.00%	6.38%	0.00%	2.13%	0.00%	91.49%	0.00%	0.00%
<b>Grand Total</b>	<b>6082</b>	<b>1.46%</b>	<b>0.39%</b>	<b>8.45%</b>	<b>3.19%</b>	<b>10.14%</b>	<b>0.18%</b>	<b>69.04%</b>	<b>5.84%</b>	<b>1.30%</b>

### San Mateo County Public School-Students by Ethnicity – 2018-19

District Name	# of Students	African American	Native American	Asian	Filipino	Hispanic/Latino	Pacific Islander	White	Not reported	2 or more races
Bayshore Elementary	379	4.20%	0.00%	15.80%	24.00%	41.70%	5.30%	2.40%	0.50%	6.10%
Belmont-Redwood Shores Elementary	4308	1.40%	0.10%	29.80%	3.00%	12.00%	0.80%	38.20%	2.40%	12.30%
Brisbane Elementary	469	1.70%	0.00%	19.00%	10.40%	30.30%	0.40%	26.90%	0.20%	11.10%
Burlingame Elementary	3510	0.80%	0.10%	23.00%	2.80%	15.40%	0.50%	46.60%	2.70%	8.20%
Cabrillo Unified	3152	0.30%	0.10%	1.40%	1.20%	51.60%	0.10%	41.10%	0.20%	4.20%
Hillsborough City Elementary	1352	0.20%	0.10%	29.00%	2.10%	5.20%	0.10%	51.10%	0.10%	12.10%
Jefferson Elementary	6839	2.40%	0.40%	18.70%	25.80%	35.30%	1.00%	11.40%	0.10%	11.40%
Jefferson Union High	4786	1.40%	0.30%	14.60%	30.20%	29.00%	1.10%	14.40%	0.90%	8.10%
La Honda-Pescadero Unified	316	0.00%	0.30%	0.00%	0.60%	61.70%	0.00%	35.40%	0.00%	1.90%
Las Lomas Elementary	1254	0.90%	0.10%	18.70%	0.70%	12.20%	0.20%	55.10%	0.00%	12.10%
Menlo Park City Elementary	2930	0.90%	0.10%	12.00%	0.50%	16.30%	1.30%	56.50%	0.30%	12.00%
Millbrae Elementary	2383	0.70%	0.10%	45.20%	6.30%	19.90%	2.00%	17.20%	0.50%	8.10%
Pacifica	3111	1.10%	0.30%	8.00%	9.00%	25.90%	0.60%	40.00%	0.00%	15.20%
Portola Valley Elementary	575	1.00%	0.20%	6.60%	0.00%	14.30%	0.30%	65.70%	0.30%	11.50%
Ravenswood City Elementary	3436	5.50%	0.10%	0.60%	0.20%	83.10%	8.10%	0.90%	0.20%	1.30%
Redwood City Elementary	8725	1.00%	0.10%	3.30%	0.80%	70.20%	1.20%	19.90%	0.30%	3.20%
San Bruno Park Elementary	2505	1.80%	0.20%	15.80%	11.10%	39.40%	5.70%	19.80%	6.00%	0.10%
San Carlos Elementary	3445	0.80%	0.10%	14.30%	1.50%	14.30%	0.20%	56.20%	0.10%	12.70%
San Mateo County Office of Education	321	6.90%	0.30%	8.40%	7.20%	63.90%	5.30%	7.50%	0.00%	0.60%
San Mateo Union High	9575	0.70%	0.20%	22.20%	5.70%	30.90%	2.20%	24.80%	6.80%	6.40%
San Mateo-Foster City	11724	1.00%	0.10%	25.40%	3.50%	35.50%	2.20%	23.00%	0.50%	8.90%
Sequoia Union High	10246	2.40%	0.30%	7.70%	1.50%	45.50%	2.30%	35.60%	0.00%	4.70%
South San Francisco Unified	8485	1.20%	0.20%	12.60%	23.70%	48.40%	1.80%	6.30%	0.10%	5.90%
Woodside Elementary	408	2.70%	0.00%	5.40%	0.00%	12.50%	1.20%	67.90%	0.00%	10.30%
<b>Grand Total</b>	<b>94234</b>	<b>1.40%</b>	<b>0.20%</b>	<b>15.70%</b>	<b>8.10%</b>	<b>37.80%</b>	<b>1.80%</b>	<b>24.80%</b>	<b>3.10%</b>	<b>7.00%</b>



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**SUPERINTENDENT**

DR. AUDRA PITTMAN

*Via Email (grandjury@sanmateocourt.org)*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.”*

Dear Judge Lee:

The Bayshore Elementary School District (the “District”) has received and reviewed the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.” We appreciate the Grand Jury’s interest in this matter. Having reviewed and considered the Grand Jury’s Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District’s Board approved these responses, on October 12, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that “[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[.]” the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury’s Finding for the purposes of this response.

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

Engage. Educate. Empower.

Mrs. Maya Baker, Principal

The District agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

- 9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

*10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

*11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**Recommendations:**

*1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The District implemented this Recommendation on April 20, 2021 in its Governing Board Action Plan, which is displayed on the District's public website at <https://www.thebayshoreschool.org/browse/246855>

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Audra Pittman, Ph.D.  
Superintendent  
Bayshore Elementary School District





October 1, 2021

*Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Belmont-Redwood Shores School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on September 30, 2021

**Findings:**

1. *In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

2. *Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

3. *School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

4. *Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

5. *Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

6. *The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

7. *Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

8. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.



9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The recommendation has not yet been implemented, but will be implemented in the future. The District intends to implement the recommendation by June 30, 2022.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Dan Deguara

Superintendent

Belmont-Redwood Shores School District



**Board of Trustees**  
Raul Alcaraz  
Sharon L. Boggs  
Kima Hayuk  
Karen Lentz  
Lillian Markind

**Superintendent**  
Ronan Collver

October 20, 2021

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center, 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655  
[Via Email \(grandjury@sanmateocourt.org\)](mailto:grandjury@sanmateocourt.org)

***RE: Response to the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools”***

Dear Judge Lee:

The Brisbane School District (the “District”) has received and reviewed the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce.” The District appreciates the Grand Jury’s interest in this matter.

Having reviewed and considered the Grand Jury’s Findings and Recommendations, the District responds as follows, pursuant to section 933.05 of the California Penal Code.

**FINDINGS:**

***F1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.***

With respect to the statement that “[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]” the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury’s Finding for the purposes of this response.

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

***F2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.***

The District agrees with this Finding.

***F3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.***

The District agrees with this finding.

***F4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts’ ability to attract, recruit, and retain a diverse teacher workforce.***

The District agrees with this finding.

***F5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.***

The District agrees with this finding.

***F6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.***

The District agrees with this finding.

***F7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.***

The District agrees with this finding.

***F8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury’s Finding for the purposes of this response.

***F9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

***F10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.***

The District agrees with this finding.

***F11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

#### **RECOMMENDATIONS:**

***R1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.***

The District has implemented this Recommendation. Since 2010, the District has included a diversity statement on all job postings. Since 2016, the District has posted vacancies on job boards that reach racially and ethnically diverse candidates. In 2017, the District created a District Equity Team whose goals include a commitment to building a workforce that reflects the diversity of our student body.

Should there be additional questions or information needed as pertaining to the District's response to this report, please do not hesitate to contact me.

Sincerely,  
Ronan Collver  
Superintendent



October 13, 2021

[Via Email \(grandjury@sanmateocourt.org\)](mailto:grandjury@sanmateocourt.org)

The Honorable Amarra A. Lee  
Judge of the Superior Court  
% Jenarda Dubois  
Hall of Justice  
400 County Center, 2nd Floor  
Redwood City, Ca 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

**BOARD OF TRUSTEES**

Elizabeth Kendall  
Lisa Mudd  
Kate Reed  
Deepak Sarpangal  
Florence Wong

The Burlingame School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 12, 2021.

**DISTRICT ADMINISTRATION**

Chris Mount-Benites  
Superintendent  
  
Marla Silversmith  
Assistant Superintendent,  
Educational Services  
  
Amanda Bonivert  
Chief Business Official

**Findings:**

***1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.***

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

1825 Trousdale Drive  
Burlingame, Ca 94010

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

**2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.**

The District agrees with this Finding.

**3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.**

The District agrees with this finding.

**4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.**

The District agrees with this finding.

**5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.**

The District agrees with this finding.

**6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.**

The District agrees with this finding.

**7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.**

The District agrees with this finding.

**8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.**

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.**

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.**

The District agrees with this finding.

**11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.**

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

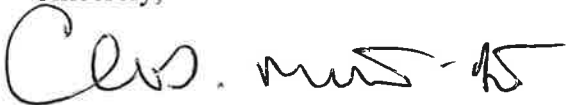
**Recommendations:**

**1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.**

The District implemented this Recommendation beginning in the 2020-2021 School year with a report to the public and the Board of Education at a regularly scheduled Board Meeting which will be updated annually with a public commitment to a more diverse workforce. This has been made a part of the Superintendent's goals and will be added to the district's strategic plan at the next revision in 2023-24.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

A handwritten signature in black ink that reads "Chris Mount-Benites". The signature is written in a cursive style with a large initial "C" and a long horizontal stroke at the end.

Chris Mount-Benites

Superintendent

Burlingame School District



# CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • [www.cabrillo.k12.ca.us](http://www.cabrillo.k12.ca.us)

## SUPERINTENDENT

Sean McPhetridge, Ed.D.

## GOVERNING BOARD

Mary Beth Alexander  
Lizet Cortes  
Kimberly Hines  
Sophia Layne  
Freya McCamant

October 15, 2021

*Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, California 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools"*

Dear Judge Lee:

The Cabrillo Unified School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 14, 2021.

### **Findings:**

1. *In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response. With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts," the District agrees with this Finding.

2. *Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

3. *School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited teacher diversity.*

The District agrees with this finding.



4. *Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

5. *Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

6. *The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

7. *Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

8. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

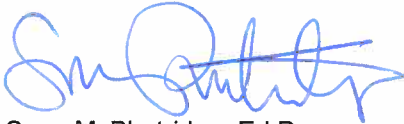
**Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The recommendation has not yet been implemented but will be implemented in the future. The District intends to implement the recommendation by June 30, 2022.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Sean McPhetridge, Ed.D.  
Superintendent  
Cabrillo Unified School District

October 13, 2021

*Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.”*

Dear Judge Lee:

The Hillsborough City School District (the “District”) has received and reviewed the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.” We appreciate the Grand Jury’s interest in this matter. Having reviewed and considered the Grand Jury’s Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District’s Board approved these responses, on October 13, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that “[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]” the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury’s Finding for the purposes of this response.

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

BOARD OF EDUCATION  
Don Geddis, An Huang Chen, Gregory J. Dannis, Gilbert Wai, Kim Oliff

SUPERINTENDENT  
Louann Carlomagno, Ed.D.

- 
3. *School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this Finding.

4. *Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this Finding.

5. *Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this Finding.

6. *The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this Finding.

7. *Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this Finding.

8. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

*10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this Finding.

*11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**Recommendations:**

*1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The District implemented this Recommendation in October 2020 as part of the HCSD Coherence Goals and Initiatives document which is displayed on the District's public website at [www.hcsdk8.org](http://www.hcsdk8.org). An updated 2021 HCSD Coherence Document that is still in draft form will continue to address our commitment to teacher diversity.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Louann Carlomagno, Ed.D.  
Superintendent



# JEFFERSON

## Elementary School District

Governing Board  
Marie Brizuela  
Andrea Jordan  
Clayton Koo  
Manufou Liaiga-Anoa'i

Superintendent  
Bernardo Vidales

October 27, 2021

*Via Email (grandjury@sanmateocourt.org)*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools"*

Dear Judge Lee:

The Jefferson Elementary School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 27, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[.]" the District lacks information to fully agree or disagree

**Martin Luther King Jr. Education Center**

101 Lincoln Avenue • Daly City, CA 94015 • 650-991-1000 phone • 650-992-2265 fax • <http://www.jsd.k12.ca.us>



with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

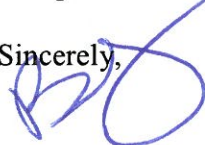
**Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The recommendation has not yet been implemented, but will be implemented in the future. The District intends to implement the recommendation by June 30, 2022.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Bernardo Vidales  
Superintendent  
Jefferson Elementary School District





## Jefferson Union High School District

ADMINISTRATIVE OFFICES – SERRAMONTE DEL REY

699 Serramonte Boulevard, Suite 100 Daly City,

California 94015-4132

(650) 550-7900 • FAX (650) 550-7888

### Board of Trustees

Andrew H. Lie

Carla Ng-Garrett

Nick Occhipinti

Kalimah Y. Salahuddin

Rosie U. Tejada

Toni Presta  
Superintendent

October 29, 2021

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee,

The Jefferson Union High School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on November 2, 2021.

### **Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,] the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this

Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding. The District is currently working in conjunction with the San Mateo County Office of Education and the Alder Graduate School of Education and has welcomed teacher residents in our Special Education Department.

8. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San*

*Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The District has implemented this Recommendation through several aspirational documents (the District does not have a formal Strategic Plan). In February, 2021 the District approved our Comprehensive Childhood Early Intervention Services (CCEIS) Plan, which specifically states in Measurable Outcome 3 that we will recruit and retain staff and administrators of color. To that end, the district has contracted with Work Wider, an inclusively diverse professional community that connects job searchers with organizations committed to Equity, Diversity, and Inclusion. JUHSD posts positions with Work Wider in order to attract a more diverse workforce.

Documents displayed on the District's public website:

CCEIS Plan: <https://drive.google.com/file/d/187DHC1dddHgtc2plg8iiksElkZ8m6JvK/view>

LCAP: <https://www.juhsd.net/Page/238>

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

A handwritten signature in blue ink that reads "Toni Presta". The signature is written in a cursive, flowing style.

Toni Presta  
Superintendent  
Jefferson Union High School District



LA HONDA-PESCADERO UNIFIED SCHOOL DISTRICT  
360 Butano Cut Off, Pescadero, CA 94060  
650-879-0286

Amy Wooliever, Superintendent

October 14, 2021

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The La Honda-Pescadero Unified School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 14, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[.]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

Board Of Trustees

Mary Windram, Monica Resendiz, Dave Meyrovich, Renee Erridge, Lisa Mateja

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

- 9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

Board Of Trustees

Mary Windram, Monica Resendiz, Dave Meyrovich, Renee Erridge, Lisa Mateja

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

- 10 *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

- 11 *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The District has not implemented a strategic goal which includes a commitment to teacher diversity, but has revised board policy 4111 Recruitment and Selection on August 12, 2021 with an emphasis on recruiting and maintaining a diverse workforce.

The opening statement reads:

*"The Governing Board is committed to employing highly qualified, culturally representative individuals to effectively carry out the district's vision, mission, and goals. In an effort to attract and retain staff reflective of and more able to serve our students and families, multi-lingual applicants with both English and Spanish fluency are strongly preferred."*

Board Policy 4111 is displayed on the District's public website at <https://www.lhpUSD.com/page/board-policy-4111-recruitment-and-selection> Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Amy Wooliever

Superintendent

La Honda-Pescadero Unified School District

Board Of Trustees

Mary Windram, Monica Resendiz, Dave Meyrovich, Renee Erridge, Lisa Mateja

LAS LOMITAS ELEMENTARY SCHOOL DISTRICT

*District Office*  
1011 Altschul Avenue  
Menlo Park, CA 94025  
(650) 854-2880

*Las Lomas School*  
299 Alameda de las Pulgas  
Atherton, CA 94027  
(650) 854-5900

*La Entrada School*  
2200 Sharon Road  
Menlo Park, CA 94025  
(650) 854-3962

October 6, 2021

*Via Email (grandjury@sanmateocourt.org)*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Las Lomas Elementary School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 6, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach [,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.



- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. Nevertheless, the recently adopted District Strategic Plan highlights broad goals in the area of diversity, equity, and inclusion. Additionally, the Superintendent's goals for the 2021-22 school year, approved on

September 8, 2021, includes a specific goal to improve diversity hire initiatives. The District accepts the Grand Jury's Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. Nevertheless, the recently adopted District Strategic Plan highlights broad goals in the area of diversity, equity, and inclusion. Additionally, the Superintendent's goals for the 2021-22 school year, approved on September 8, 2021, includes a specific goal to improve diversity hire initiatives. The District accepts the Grand Jury's Finding for the purposes of this response.

### **Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The Recommendation will not be implemented using the strategic plan developed by the San Mateo County Office of Education. Instead, the District will implement the Superintendent's goals for the 2021-22 school year beginning October 7, 2021. The District will continue to follow and adhere to its Diversity and Inclusion Statement which states in part, "We strive to reflect this diversity in our faculty and staff by hiring the best employees of all backgrounds who bring their unique talents and skills into our District", which was adopted by the District's Board of Trustees on March 8, 2017. The Superintendent's goals will be displayed

on the District's public website at <https://llesd-ca.schoolloop.com>. The District's Diversity and Inclusion Statement may be found at <https://llesd-ca-schoolloop.com>.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Beth Polito".

Dr. Beth Polito  
Superintendent  
Las Lomas Elementary School District

**Menlo Park City School District**  
181 Encinal Avenue  
Atherton, CA 94027  
Phone (650) 321-7140  
Fax (650) 321-7184  
www.mpcsd.org



**Board of Education**  
David Ackerman  
Mark Box  
Sherwin Chen  
Stacey Jones  
Scott Saywell

---

**Superintendent**  
Erik Burmeister

**Assistant Superintendent**  
Jammie Behrendt

**Executive Director of Student Services**  
Stephanie Sheridan

**Chief Business Official**  
Marites Fermin

October 7, 2021

*Via Email (grandjury@sanmateocourt.org)*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Menlo Park City School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 7, 2021.

**Findings:**

**1.** *In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[in] San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

---

**Menlo Park City School District**

Every child achieves academic excellence. Every child becomes emotionally and physically stronger.  
Every child discovers and grows their talents.

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

**2.** *Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

**3.** *School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

**4.** *Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts’ ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

**5.** *Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

**6.** *The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

**7.** *Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

**8.** *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**9.** *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**10.** *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

**11.** *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**Recommendations:**

**1.** *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

While diversity is part of Menlo Park City School District's Strategic Directions, they do not specifically address the recommendation. Therefore, the recommendation has not yet been fully implemented, but will be implemented in the future. The District intends to implement the recommendation by June 30, 2022.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

Erik Burmeister  
Superintendent  
Menlo Park City School District



Millbrae Elementary School District  
555 Richmond Drive  
Millbrae, CA 94030  
650-697-5693 • 650-697-6865 (fax) • [www.millbraeschooldistrict.org](http://www.millbraeschooldistrict.org)

DEBRA FRENCH  
Superintendent

TARA KEITH  
Director of Student Services

October 19, 2021

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
% Jenarda Dubois  
Hall of Justice  
400 County Center, 2nd Floor  
Redwood City, Ca 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Millbrae Elementary School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 19, 2021.

**Findings:**

***1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.***

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[.]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

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BOARD OF TRUSTEES

D. DON REVELO  
President

FRANK BARBARO  
Vice President

DENIS FAMA  
Clerk

LYNNE FERRARIO  
Trustee

MAGGIE MUSA  
Trustee





Millbrae Elementary School District  
555 Richmond Drive  
Millbrae, CA 94030  
650-697-5693 • 650-697-6865 (fax) • [www.millbraeschooldistrict.org](http://www.millbraeschooldistrict.org)

DEBRA FRENCH  
Superintendent

TARA KEITH  
Director of Student Services

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

***2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.***

The District agrees with this finding.

***3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.***

The District agrees with this finding.

***4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts’ ability to attract, recruit, and retain a diverse teacher workforce.***

The District agrees with this finding.

***5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.***

The District agrees with this finding.

***6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.***

The District agrees with this finding.

***7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.***

The District agrees with this finding.

D. DON REVELO  
President

FRANK BARBARO  
Vice President

BOARD OF TRUSTEES  
DENIS FAMA  
Clerk

LYNNE FERRARIO  
Trustee

MAGGIE MUSA  
Trustee



Millbrae Elementary School District  
555 Richmond Drive  
Millbrae, CA 94030  
650-697-5693 • 650-697-6865 (fax) • [www.millbraeschooldistrict.org](http://www.millbraeschooldistrict.org)

DEBRA FRENCH  
Superintendent

TARA KEITH  
Director of Student Services

***8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

***9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

***10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teaches of color.***

The District agrees with this finding.

***11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

***Recommendations:***

***1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.***

This will be added to the district's strategic plan at the next revision in 2023-24.

BOARD OF TRUSTEES

D. DON REVELO  
President

FRANK BARBARO  
Vice President

DENIS FAMA  
Clerk

LYNNE FERRARIO  
Trustee

MAGGIE MUSA  
Trustee



Millbrae Elementary School District  
555 Richmond Drive  
Millbrae, CA 94030  
650-697-5693 • 650-697-6865 (fax) • [www.millbraeschooldistrict.org](http://www.millbraeschooldistrict.org)

---

DEBRA FRENCH  
*Superintendent*

TARA KEITH  
*Director of Student Services*

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

Debra French/  
Superintendent  
Millbrae Elementary School District

---

BOARD OF TRUSTEES

D. DON REVELO  
*President*

FRANK BARBARO  
*Vice President*

DENIS FAMA  
*Clerk*

LYNNE FERRARIO  
*Trustee*

MAGGIE MUSA  
*Trustee*



## Pacifica School District

375 Reina Del Mar Avenue ★ Pacifica, California ★ 94044  
(650) 738-6600 ★ (650) 557-9672 (fax)

*Preparing Students for an Evolving World*

[www.pacificasd.org](http://www.pacificasd.org)

### District Administration

Heather Olsen, Ed.D.  
Superintendent  
John Bartfield  
Special Education & Student Services  
Will Lucey  
Educational Support Services  
Josephine Peterson  
Chief Business Official  
Carla Chávez Torres, Ed.D.  
Human Resources

September 23, 2021

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Pacifica School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on September 22, 2021.

### Findings:

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[.]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

### Board of Trustees

Elizabeth Bredall ★ Lynda Brocchini ★ Kai Doggett ★ Nidhi Patel ★ Laverne Villalobos

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts’ ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury’s Finding for the purposes of this response.

**Board of Trustees**

Elizabeth Bredall ★ Lynda Brocchini ★ Kai Doggett ★ Nidhi Patel ★ Laverne Villalobos

**9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.***

The District agrees with this finding.

**11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

### **Recommendations:**

[NOTE: In responding to each Recommendation, the District must indicate that either: (1) the Recommendation has been implemented, with a summary regarding the implemented action, (2) the Recommendation has not yet been implemented, but will be implemented in the future, with a timeframe for implementation; (3) that the Recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a time frame (not to exceed six months) for the matter to be prepared for discussion by the governing body of the public agency when applicable; or (4) the Recommendation will not be implemented because it is not warranted or reasonable, with an explanation therefore.]

**1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.***

The District implemented this Recommendation on June 9, 2021 in its Goal 1 of our LCAP: Recruit and retain highly qualified diverse teachers and educational support staff; (Conditions of Learning: Basic, Implementation of State Standards and Course Access) which is displayed on the District's public website at [pacificasd.org](http://pacificasd.org).

The LCAP can be found here: [Pacifica School District Local Control Accountability Plan 2021-2024](#) (please refer to page 65)

### **Board of Trustees**

Elizabeth Bredall ★ Lynda Brocchini ★ Kai Doggett ★ Nidhi Patel ★ Laverne Villalobos

At our September 22, 2021 meeting of the Board of Trustees, the District and Trustees discussed our student and employee race and ethnicity data from the 2020-2021 school year.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Heather Olsen". The signature is fluid and cursive, with a large initial "H" and "O".

Heather Olsen, Ed.D.  
Superintendent  
Pacifica School District

**Board of Trustees**

Elizabeth Bredall ★ Lynda Brocchini ★ Kai Doggett ★ Nidhi Patel ★ Laverne Villalobos

# Portola Valley School District

Ormondale School (K-3) • Corte Madera School (4-8)

Board of Trustees: Brooke Day, Anne Fazioli-Khiari, Gary Hanning, Jeff Klugman, Kimberley Morris Rosen

---

Roberta Zarea, Superintendent

October 15, 2021

*Via Email (grandjury@sanmateocourt.org)*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Portola Valley School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 14, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report.

However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.



- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.


**Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The recommendation has not yet been implemented, but will be implemented in the future. The District intends to implement the recommendation by June 30, 2022.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

  
Roberta Zarea  
Superintendent  
Portola Valley School District



# RAVENSWOOD

CITY SCHOOL DISTRICT

2120 Euclid Ave.  
East Palo Alto, CA 94303  
p: (650) 329-2800  
f: (650) 323-1072  
www.ravenswoodschools.org  
@RavenswoodCSD

## Board of Education

Mele K. Latu  
*President*

Tamara Sobomehin  
*Vice President*

Bronwyn Alexander  
*Clerk*

Ana Maria Pulido  
*Member*

Jenny Varghese  
Bloom  
*Member*

## Superintendent

Gina Sudaria

## Mission

*Ravenswood City School District empowers every student to fully engage critically and creatively in their education with the skills and mindsets necessary to successfully fulfill their unique potential.*

**October 15, 2021**

[Via Email \(grandjury@sanmateocourt.org\)](mailto:grandjury@sanmateocourt.org)

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center, 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Ravenswood City School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 14, 2021.

### Findings:

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.



# RAVENSWOOD

CITY SCHOOL DISTRICT

2120 Euclid Ave.  
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p: (650) 329-2800  
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www.ravenswoodschools.org  
@RavenswoodCSD

3. *School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

4. *Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

5. *Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

6. *The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

7. *Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

8. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.



# RAVENSWOOD

CITY SCHOOL DISTRICT

2120 Euclid Ave.  
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www.ravenswoodschools.org  
@RavenswoodCSD

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The District implemented this Recommendation on March 26, 2020 in its Five-Year Strategic Plan, which is displayed on the District's public website at <http://www.ravenswoodschools.org/Five-Year-Strategic-Plan/index.html>.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,  
Signed by:

*Gina Sudaria*

CAE66F5A447C4AB...

Gina Sudaria  
Superintendent  
Ravenswood City School District

**REDWOOD CITY SCHOOL DISTRICT**

750 Bradford Street • Redwood City • CA 94063 (650) 423-2200 FAX: (650) 423-2204

*Mission: RCSD creates a safe and supportive, inspirational and rigorous, joyful and inclusive environment for all learners*

**Board of Education**

Alisa MacAvoy, President  
María Díaz-Slocum, Vice President  
Cecilia I. Márquez, Clerk  
Janet Lawson  
Mike Wells



**Superintendent**

John R. Baker, Ed.D

November 12, 2021

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.”*

Dear Judge Lee:

The Redwood City School District (the “District”) has received and reviewed the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.” We appreciate the Grand Jury’s interest in this matter. Having reviewed and considered the Grand Jury’s Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District’s Board approved these responses, on November 17, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that “[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]” the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury’s Finding for the purposes of this response.

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

2. *Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

3. *School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

4. *Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts’ ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

5. *Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

6. *The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

7. *Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

8. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury’s Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

**Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The recommendation has not yet been implemented, but will be implemented in the future. The Redwood City School District intends to implement the recommendation by June 30, 2022.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



John R. Baker, Ed.D.  
Superintendent  
Redwood City School District





December 8, 2021

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

Re: *Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The San Bruno Park School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on December 8, 2021.

**Findings:**

1. *In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

**With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[.]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**

**With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.**

1. *Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

**The District agrees with this Finding.**

**BOARD OF TRUSTEES:**

Jennifer M. Blanco • Teri Chavez • Andrew T. Mason • Henry Sanchez, M.D. • Andriana Shea

José A. Espinoza, *Superintendent*



1. *School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

**The District agrees with this finding.**

1. *Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

**The District agrees with this finding.**

1. *Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

**The District agrees with this finding.**

1. *The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

**The District agrees with this finding.**

1. *Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

**The District agrees with this finding.**

1. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**

1. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

**BOARD OF TRUSTEES:**

Jennifer M. Blanco • Teri Chavez • Andrew T. Mason • Henry Sanchez, M.D. • Andriana Shea

José A. Espinoza, *Superintendent*



**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**

*10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

**The District agrees with this finding.**

*1. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

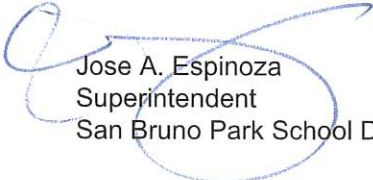
**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**

**Recommendations:**

- 1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

**The San Bruno Park School District has not yet implemented the recommendation, but will be implemented in the future. The District intends to implement the recommendation by June 30, 2022. Please do not hesitate to contact me if you have questions or require additional information.**

Sincerely,

  
Jose A. Espinoza  
Superintendent  
San Bruno Park School District

**BOARD OF TRUSTEES:**

Jennifer M. Blanco • Teri Chavez • Andrew T. Mason • Henry Sanchez, M.D. • Andriana Shea

José A. Espinoza, *Superintendent*





# SAN CARLOS SCHOOL DISTRICT

Jennifer Frentress, Superintendent  
Hans Barber, Assistant Superintendent  
Christine Gong, Chief Financial Officer

1200 Industrial Road, Unit 9  
San Carlos, CA 94070  
Voice: (650) 508-7333  
Fax: (650) 508-7340  
www.scsdk8.org

November 5, 2021

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

Approved on

DEC 16 2021

Board Agenda

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The San Carlos (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District will present the Grand Jury Report to its Board of Trustees for approval on December 16, 2021.

**Findings:**

1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts", the District agrees with this Finding.

2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.

The District agrees with this Finding.

3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.

The District agrees with this finding.

4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.

The District agrees with this finding.

5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.

The District agrees with this finding.

6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.

The District agrees with this finding.

7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.

The District agrees with this finding.

8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had

limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.

The District agrees with this finding.

11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

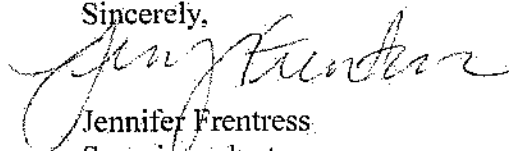
**Recommendations:**

1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.

The recommendation has not yet been implemented, but will be implemented in the future. The District intends to implement the recommendation by June 30, 2022.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Jennifer Frentress  
Superintendent  
San Carlos School District





SAN MATEO-FOSTER CITY  
SCHOOL DISTRICT

CONFIDENTIAL

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The San Mateo-Foster City School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 7, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[.]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.





## SAN MATEO-FOSTER CITY SCHOOL DISTRICT

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts’ ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.



# SAN MATEO-FOSTER CITY SCHOOL DISTRICT

8. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

## Recommendations:

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*



SAN MATEO-FOSTER CITY  
SCHOOL DISTRICT

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The recommendation has not yet been implemented, but will be implemented in the future.  
The District intends to implement the recommendation by June 30, 2022.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

Diego Ochoa  
Superintendent  
San Mateo-Foster City School District



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

**Excellence and Equity in Education**

Nancy Magee • County Superintendent of Schools

October 13, 2021

*Via Email (grandjury@sanmateocourt.org)*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.”*

Dear Judge Lee:

The San Mateo County Office of Education (the “SMCOE”) has received and reviewed the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.” We appreciate the Grand Jury’s interest in this matter. Having reviewed and considered the Grand Jury’s Findings and Recommendations, the SMCOE responds below pursuant to section 933.05 of the California Penal Code.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that “[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]” the SMCOE lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the SMCOE accepts the Grand Jury’s Finding for the purposes of this response. With respect to the statement that “[a] countywide demographic report, generated by the San

Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the SMCOE agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The SMCOE agrees with this Finding.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The SMCOE agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The SMCOE agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The SMCOE agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The SMCOE agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The SMCOE agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The SMCOE lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the SMCOE accepts the Grand Jury's Finding for the purposes of this response.



9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The SMCOE lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the SMCOE accepts the Grand Jury's Finding for the purposes of this response.

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The SMCOE agrees with this finding.

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The SMCOE lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the SMCOE accepts the Grand Jury's Finding for the purposes of this response.

### **Recommendations:**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

As noted in the Grand Jury's report, the SMCOE already includes the goal Workforce Development for Student Success: Build and strengthen a diverse workforce to support learners ages 0-22 as a key goal of its current strategic plan. The current plan is accessible [here](https://www.smcoe.org/about/county-office-of-education/) and can be accessed at <https://www.smcoe.org/about/county-office-of-education/>.

SMCOE plans to update its strategic plan to address strategic outcomes for the years 2022 – 2027. The emphasis on building a diverse workforce to best meet the needs of all students will continue to be one of the organization's four key goals.

2. *The San Mateo County Office of Education should regularly sponsor teacher diversity forums, and invite superintendents, district human resources managers, principals, and school board members to participate. The forums should address current challenges districts face with regard to recruiting teaching staff in general, and teachers of color, and share best practices and strategic solutions. They should begin in advance of next year's recruiting cycle, no later than April 30, 2022.*

The SMCOE Associate Superintendent, Human Resources, meets regularly with district human resources managers in a job-alike setting and will include a standing agenda item that enables discussion and sharing of best practices in recruiting for diversity.

Similarly, the County Superintendent meets regularly with school board members countywide and will dedicate at least one session to discussion of how recruiting and supporting a diverse workforce results in better student outcomes as well as periodically highlighting strategies to support recruiting for a more diverse workforce.

The SMCOE will continue to work in partnership with our districts to encourage sharing of best practices, highlight positive student outcomes, provide information about training and resources, and support each other across agencies with the goal to increase the number of school staff and teachers who more accurately reflect the demographics and identities of our county's student population.

3. *The San Mateo County Office of Education should expand its outreach to school districts and publicly share the demographic data of all learners and educators in the County when its planned report is completed, but no later than the end of the 2021-22 school year.*

The SMCOE will complete a countywide demographic report including teacher/student ethnicity by the conclusion of the 2021-22 school year with the goal to further support the recruiting efforts of every San Mateo County school district and increase the diverse representation of teachers and school staff in our schools.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Nancy Magee  
San Mateo County Superintendent of Schools

# San Mateo Union High School District

Kevin Skelly, Ph.D., Superintendent

Kirk Black, Ed.D., Deputy Superintendent, Human Resources and Student Services

Yancy Hawkins, CPA, Associate Superintendent and Chief Business Officer

Julia Kempkey, Ed.D., Assistant Superintendent of Curriculum and Instruction



---

October 20, 2021

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

**Re: Response to the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.”**

Dear Judge Lee:

The San Mateo Union High School District (the “District”) has received and reviewed the 2020-2021 Grand Jury Report entitled “Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools.” We appreciate the Grand Jury’s interest in this matter. Having reviewed and considered the Grand Jury’s Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District’s Board approved these responses, on October 28, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.**

With respect to the statement that “[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]” the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury’s Finding for the purposes of this response.

With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.**

The District agrees with the Finding that teachers leave schools for higher pay. The District lacks information that this is necessarily detrimental to students.



- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.**

The District lacks information to fully agree or disagree with this Finding

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.**

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.**

The District agrees that all candidates who qualify for an open teaching position are considered. Not all are interviewed as paper screening is employed to fairly and legally rank the qualified candidates for interviews.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.**

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.**

The District agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.**

The District lacks information to fully agree or disagree with this finding given that it did not conduct the research related to this Report. However, SMUHSD does invest varying degrees of effort into the process of recruiting a diverse teaching pool.

- 9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.**

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

- 10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.**

The District agrees with this finding.

- 11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.**

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, SMUHSD's aspirational documents (the District does not have a formal strategic plan) do address teacher and staff diversity goals and are easily accessible by the community.

## Recommendations:

[NOTE: In responding to each Recommendation, the District must indicate that either: (1) the Recommendation has been implemented, with a summary regarding the implemented action, (2) the Recommendation has not yet been implemented, but will be implemented in the future, with a timeframe for implementation; (3) that the Recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a time frame (not to exceed six months) for the matter to be prepared for discussion by the governing body of the public agency when applicable; or (4) the Recommendation will not be implemented because it is not warranted or reasonable, with an explanation therefore.]

- 1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.**

The District has implemented this Recommendation several times in recent years through aspirational documents and committee recommendations (the District does not have a formal strategic plan). Both the District's annual goals and LCAP has teacher diversity goals contained within and are accessible on the District website.

District Goals: <https://www.smuhsd.org/Page/14084>

District LCAP: <https://www.smuhsd.org/Page/3584>

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Kevin Skelly, Ph.D.  
Superintendent  
San Mateo Union High School District



# SEQUOIA UNION HIGH SCHOOL DISTRICT

480 James Avenue, Redwood City, California 94062-1098 | (650) 369-1411

Excellence is our Baseline  
Leadership, Service, Equity

BOARD OF TRUSTEES  
Alan Sarver  
Carrie Du Bois  
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SUPERINTENDENT  
Darnise R. Williams, Ed.D.

October 13, 2021

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Sequoia Union High School District has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 13, 2021.

### Findings:

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.***

With respect to the statement that in San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach," the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that a countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

The district is working on implementing plans to begin advertising for positions using electronic recruiting methods used in the business industry. The district began advertising using non-traditional electronic platforms in September, 2021. Record will be kept this year to measure if a more diverse response was obtained than previous use of traditional educational advertisements. This wider and more national/international approach may increase the district's ability to attract personnel that more closely match student ethnicity. Implementation planned for the 2022-23 school year.

***2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.***

The District agrees with this finding. Potential employees evaluate compensation and benefits in relationship to the cost of housing and tax payments compared to California's central valley and other out of state opportunities. The district is exploring opportunities that include finding ways to make the high cost of obtaining housing more palatable. These options include, using surplus land to create lease income to provide beginning teacher housing stipends that could lead to home ownership within the community. The district may also explore a joint partnership to explore building teacher housing.

***3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.***

The District agrees with this finding. The current baby boomer group of teachers born between 1946-1964 has moved toward retirement. The baby boomer group is larger than the X generation (1965-1980) or Millennium (Y generation) 1980-2000 making the replacement pool of teachers smaller. This coupled with data that showing the X and Y generation groups by percentage have fewer people pursuing a career in teaching reducing the applicant pool. This is particularly true in California's urban areas with higher paying technology jobs. Sequoia Union High School District has implemented a program named "Developing Our Own Participants" that encourages local para-professionals to enter the teaching profession.

***4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.***

The District agrees with this finding. Current market and economic conditions have exacerbated this condition. Economic options need to be explored that create tax reduction incentives for businesses that support school district employee housing by creating subsidies for employee housing. This recommendation requires further analysis as the district has no control over cost of homes or rent in San Mateo County. Housing is a market place function.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.***

The District agrees with this finding. The basic pool drives the district's ability to match potential candidates reflective of the district student population. The change in statewide demographics has affected the student to teacher ethnicity ratio. Further analysis of this factor will be required and study of what other districts are doing to match the diversity of students to teachers ethnicity.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.***

The District agrees and supports the San Mateo County Office of Education efforts to assist with aligning district adult staffing ethnicities closer to the student population. The district will review and participate in any activities initiated by the San Mateo County Office of Education.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.***

The District agrees with this finding. For the past 5 years, Sequoia Union High School District operates a "***Developing Our Own Participates Program***" that encourages and supports financially classified paraprofessionals to participate in a college level programs leading to a teaching credential. The district currently has 5 cohorts with approximately 23 participants, of which 85% are identified as meeting a racially and diverse qualification criteria.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response. As identified in responses to the Grand Jury Findings the district is committed to using new strategies to obtain more employees with the racial and ethnic background closer to the student population. This has been ongoing.

- 9. The district doesn't have information to accept or dispute the Grand Jury's statements. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response. The district continues interest in learning and applying lessons of such groups as San Mateo County School Boards Association Equity Network and other organizations that can help and guide creating a greater and closer connection of employees that meet the diversity of the students the District educates.

***10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.***

The District agrees with this finding. Knowing that the cost of housing for new employees is a significant deterrent in all bay area counties assistance with housing and financing strategies will be paramount in attracting educators of modest means. The district will begin to review cooperative housing projects for teachers with diverse backgrounds as permitted by the Fair Housing Federal Standards.

***11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.***

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response. The district is updating its current 5 year plan to include specific concepts and strategies that attempt to address the issue of hiring employees that more closely reflect the diversity of student population.

- 1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The Superintendent, Dr. Darnise Williams began July 1, 2021. Dr. Williams has met with the Board of Education to develop Governance Goals (attached) as of July 31, 2021.

The District implemented this Recommendation on August 18, 2021, in its Superintendent's Entry Plan, Goals #4, Equity Diversity Inclusion, and Goal #6, Human Capital and Talent Management, which is displayed on the District's public website at [Superintendent's Entry Plan](#).

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Darnise Williams, Ed.D  
Superintendent  
Sequoia Union High School District



## SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

### SUPERINTENDENT

Shawnterra Moore, Ed.D.

### BOARD OF TRUSTEES

John C. Baker  
Chialin Hsieh  
Daina R. Lujan  
Patricia A. Murray  
Mina A. Richardson

October 8, 2021

*Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))*

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center; 2nd Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The South San Francisco Unified School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

### **FINDINGS**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

**With respect to the statement that "[i]n San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach[,]" the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**



**With respect to the statement that “[a] countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.**

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

**The District agrees with this Finding.**

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

**The District agrees with this Finding.**

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts’ ability to attract, recruit, and retain a diverse teacher workforce.*

**The District agrees with this Finding.**

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

**The District agrees with this Finding.**

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

**The District agrees with this Finding.**

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

**The District agrees with this Finding.**



8. *School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**

9. *The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**

10. *School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

**The District agrees with this finding.**

11. *A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

**The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.**

## **RECOMMENDATIONS**

1. *By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

**The District implemented this Recommendation on May 29, 2021 in its Board Priorities Study Session Presentation where the priorities for SSFUSD are to center our work in educational equity and excellence so that we can make systematic shifts in our systems that will serve all students well. The priority, specific to this Grand Jury request, is to refocus our recruitment and hiring efforts to be more intentional and equitable in where we recruit, in how we articulate our commitment to equity, diversity, and inclusion, and in how we align our interview questions to focus on our core beliefs and values of hiring highly qualified, diverse educators in our District. Information about the discussion and commitment is displayed on the District's public website at <https://www.ssfusd.org/goals>.**

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 7, 2021.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Shawnterra Moore, Ed.D.  
Superintendent  
South San Francisco Unified School District



3195 Woodside Road Woodside, CA 94062  
Office: 650.851.1571 Fax: 650.851.5577

Via Email ([grandjury@sanmateocourt.org](mailto:grandjury@sanmateocourt.org))

The Honorable Amarra A. Lee  
Judge of the Superior Court  
c/o Jenarda Dubois  
Hall of Justice  
400 County Center, 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

*Re: Response to the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools."*

Dear Judge Lee:

The Woodside Elementary School District (the "District") has received and reviewed the 2020-2021 Grand Jury Report entitled "Building a Racially & Ethnically Diverse Teaching Workforce: A Challenge for Our Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on October 12, 2021.

**Findings:**

- 1. In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach. A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts.*

With respect to the statement that "In San Mateo County, the ethnic diversity of teachers does not closely mirror that of the students they teach", the District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

With respect to the statement that "A countywide demographic report, generated by the San Mateo County Office of Education, including teacher/student ethnicity, would be of value to all school districts in their recruitment efforts, the District agrees with this Finding.

- 2. Teachers frequently leave schools in San Mateo County for higher pay in other districts, to the detriment of the students being taught.*

The District disagrees with this finding. Our teachers do not leave for higher pay in another district. San Mateo County's average teacher salary is \$87,876, and ours is \$113,043. Teachers leave to go to areas in California or out of state where the cost of living and housing is less.

- 3. School districts in San Mateo County compete nationally for a limited pool of teacher candidates; those diminishing candidate pools result in limited-teacher diversity.*

The District agrees with this finding.

- 4. Cost of living and housing affordability in San Mateo County are two major barriers which continue to impede our school districts' ability to attract, recruit, and retain a diverse teacher workforce.*

The District agrees with this finding.

- 5. Public-school districts in the County are not permitted by State law to consider race, sex, color, ethnicity, or national origin in hiring. It is common practice for districts to interview all candidates who meet the qualifications for an open teaching position, further complicating hiring to meet diversity goals.*

The District agrees with this finding.

- 6. The San Mateo County Office of Education has an opportunity to articulate and guide an educational vision for the entire County to the benefit of school districts and without direct involvement in individual school district staffing and policy decisions.*

The District agrees with this finding.

- 7. Teacher residency and internship programs take time to produce results but school districts could benefit by increased participation in these programs.*

The District agrees with this finding.

- 8. School districts invest varying degrees of effort into the process of recruiting a diverse teaching pool. While some rely on traditional strategies, others have found creative solutions to increase diversity in the teaching workforce.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

- 9. The San Mateo County School Boards Association Equity Network, created in 2019-20, has been, for much of its existence, restricted to meeting online due to the pandemic. As a result, the group has had limited opportunities to work collaboratively to help build capacity for thoughtful, equity-driven decisions. Consequently, as of January 2021, their ability to both identify and deliver on stated outcomes has been limited.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

- 10. School district superintendents and human resource personnel in San Mateo County agree that students of color benefit from having educators who look like them but are not always certain how to recruit or retain teachers of color.*

The District agrees with this finding.

- 11. A majority of school district strategic plans and other aspirational documents do not address teacher diversity nor are those plans easily accessible by the community.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

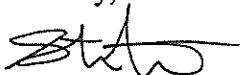
**Recommendations:**

- 1. By June 30, 2022, school districts should include a commitment to teacher diversity in strategic plan, goals and/or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.*

The recommendation will be implemented by June 30, 2022, with expected approval by the Governing Board of a new five year 2022-2027 Strategic Plan on June 7, 2022. The district entered into an agreement with a consultant who has been working with the district since spring 2021 on the development of the Strategic Plan, including process, timelines, surveys, staff, and community meetings. A Strategic Plan Task Force begins meeting monthly in October 2021. Diversity, equity and inclusion will be an important goal within the Strategic Plan. The 2022-2027 Strategic Plan will be publicly presented in June 2022 at the Governing Board meeting, and prominently displayed on our school website.

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,



Steve Frank  
Superintendent