



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.¹*

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.”²

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.³

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

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

³ 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.⁴

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.⁵

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.⁶

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.”⁷

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

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

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

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

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.⁸ 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.⁹

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

Ethnicity	California ¹⁰		San Mateo County ¹¹	
	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

⁸ <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&agglevel=state&year=2018-19&ro=y>

⁹ 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&agglevel=county&year=2018-19&ro=y>

¹⁰ California Department of Education.

¹¹ San Mateo County Office of Education.

crises. A 2016 report estimated that, by 2020, the nation would need 300,000 new teachers every year.¹² 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.¹³ 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 students incur higher debt by graduation; and over the last decade, average student loan debt increased at more than twice the rate of inflation.¹⁴ 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 wade 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.¹⁵

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....”¹⁶

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.¹⁷

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

¹² 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.

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

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

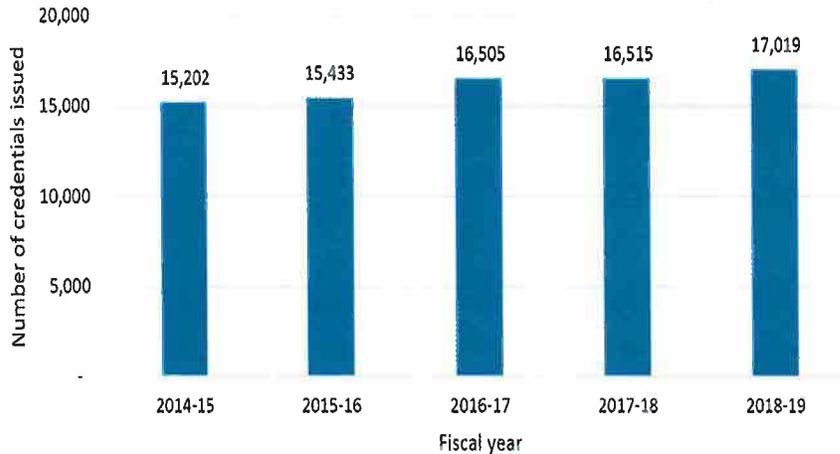
¹⁵ Desiree Carver-Thomas, Tara Kini and Dion Burns, “Sharpening the Divide: How California’s Teacher Shortages Expand Inequality,” October 2015.

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

¹⁷ Grand Jury interview.

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.¹⁸

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.¹⁹

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 \$115,593.²⁰ The last image highlights median home prices in the County and annual income to afford median-priced housing.

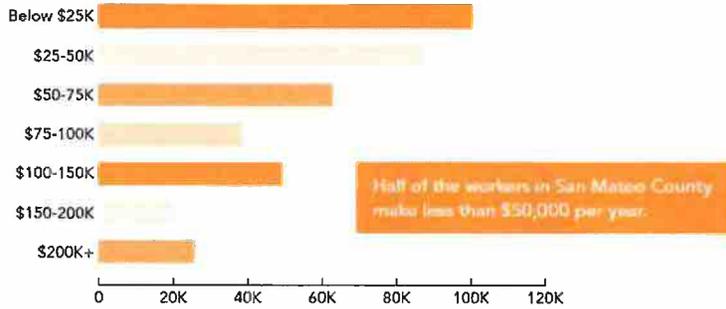
¹⁸ Teacher Supply in California 2018-19, “A Report to the Legislature,” Commission on Teacher Credentialing.

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

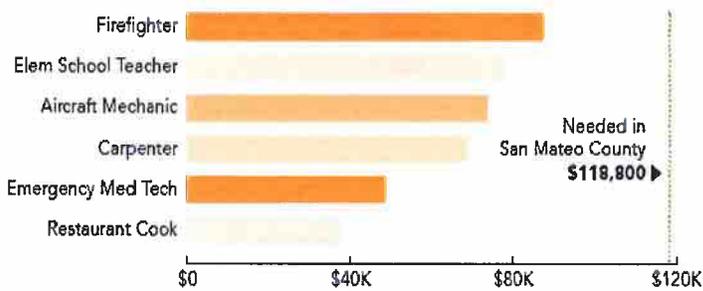
²⁰ Selected Certificated Salaries and Related Statistics, California Department of Education, School Fiscal Services Division; <https://www.cde.ca.gov/ds/fd/cs/documents/j90summary1920.pdf>

A County of Extremes²¹

Number of Workers in San Mateo County by Income Level



Typical Regional Salaries by Career vs. Salary Needed 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	

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

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 \$895,000.²² In 2019, the median gross rental cost in San Mateo County was \$2,497 per month, compared with \$1,614 elsewhere in California and \$1,097 nationwide.²³

5. California Legislation Prohibiting "Affirmative Action"

In 1996, California voters approved Proposition 209,²⁴ 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."²⁵

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."²⁶

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

²² https://www.samcar.org/userfiles/file/salesstats/sf_2020Annual.pdf

²³ 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.

²⁴ California Constitution, Article 1, Section 31(a).

²⁵ Grand Jury interviews.

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

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.

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.”²⁷ Directed to superintendents, it probed hiring practices, knowledge of the SMCOE’s workforce diversity goal,²⁸ 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.”²⁹ 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

²⁷ Appendix B.

²⁸ https://www.smcoe.org/assets/files/About_FIL/County%20Office%20of%20

²⁹ SMCOE Strategic Plan.

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.
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.³⁰

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."³¹ 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

³⁰ Based on documents received from SMCOE and interviews.

³¹ Grand Jury interview.

a messaging platform that reflects an anti-racist paradigm.³² 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 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.³³

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

³² Grand Jury interview.

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

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.³⁴

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."³⁵ In 2018, thirty administrators received their preliminary administrative credential and thirty-five cleared their Tier II administrative credential.³⁶

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.³⁷ 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.

³⁴ SMCOE Report to the Community 2018.

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

³⁶ SMCOE Report to the Community 2018.

³⁷ Grand Jury's 2020-21 survey and in interview.

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;
- 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 acknowledged³⁸ 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.³⁹

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:

³⁸ Grand Jury survey and interviews.

³⁹ Grand Jury interviews.

- 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.⁴⁰
- San Mateo-Foster City School District has partnered with HIP (Human Investment Project) Housing, a nonprofit organization assisting residents with low-income housing.⁴¹
- 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.
- 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.⁴²
- 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.⁴³

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

⁴⁰ www.kron4.com/news/san-mateo-county-school-district-is-first-in-us-to-offer-affordable-housing-for-teachers/

⁴¹ Grand Jury interview.

⁴² <https://www.heartofsmc.org>

⁴³ <https://homeforallsmc.org>

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.⁴⁴ 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.⁴⁵

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
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.⁴⁶

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

⁴⁴ Grand Jury interview.

⁴⁵ Grand Jury interview.

⁴⁶ Grand Jury interview.

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.

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.⁴⁷ 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

⁴⁷ Grand Jury interviews.

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.

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.⁴⁸ 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?
- Why have districts not taken these first basic steps to creating a culturally reflective school environment that challenges an oppressive system?⁴⁹

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.⁵⁰
- 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.

⁴⁸ Grand Jury interview.

⁴⁹ https://www.smdailyjournal.com/opinion/guest_perspectives/correcting-inequities-in-our-school-systems/article_8d6b4622-b4ee-11ea-9f70-eb3920932eaf.html

⁵⁰ Grand Jury interview.

- 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.

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:

- (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
*Overall Cost of Living²	260.8	241.5	266.5	192.9	225.3	169.7	149.9	100
*Housing¹	578.2	519.2	586.5	375.1	457.1	289.1	239.1	100
Median Home Cost¹(\$)	1,336,800	1,200,500	1,356,000	867,200	1,056,820	668,500	552,800	231,200
Median Annual Household Income²(\$)	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.

¹[Sperling’s Best Places 2020](#)

²[DataUSA, 2020](#)

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

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

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
 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
 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.

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"> Hillsdale HS (one year out) Oceana (established) El Camino HS (discussing) 	<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: Piedmont Education Center (Skyline)</p>	<ul style="list-style-type: none"> Support / be informed about the prospect of 4-yr B.A.B.S. + credential (what is status at local CSUs?) CSU Silicon Valley (targeted focus – watch the development of CSU-SV) 	<p>Intern Credential¹</p> <ul style="list-style-type: none"> Classified Grant (SFSU Intern Credential Teachers) Possibility to offer intern credential program via SMCOE (initial partnership with Sonoma COE or other)² Special Education Math/Scienc 	<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"> General Education Special Education <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>	<ul style="list-style-type: none"> New Dean at SFSU (examining the idea of 2+2 - credential within 4 years) 		<p>Teacher Residency³ Aldar Graduate School of Education</p>		<p>Mentor Program - mentors participate in a yearlong curriculum to develop coaching and mentoring skills while mentoring new teachers</p>	<p>Teacher and Administrator Development Team: Coaching of veteran/experienced administrators at site and district level</p>
<p>Workshop Presentations</p>	<p>Develop a relationship with</p>	<p>California Center on</p>	<p>Full-Time Credential</p>	<p>ECET2 - Annual Conference and Celebration (March)</p>		

¹ Intern Credential: (full-time teaching assignment and school to earn credential - teacher of record)

² Teacher Residency: (partial-teaching/partial lab/apprenticeship model, concurrently earning teaching credential - not the teacher of record)

<p>(Career Day) specifically focused on being a teacher</p>	<p>Local CC districts to recruit for teachers (A. provide substitutes and credentialled teachers)</p>	<p>Teaching Careers https://www.californiateach.org/</p> <p>Career Guidance and recruitment (virtual job fair, career info, Cal Ops, EdJoin)</p>	<p>Program⁴</p> <ul style="list-style-type: none"> Current offerings locally (in person or online) 	<p>Opportunity for ongoing connection, recognition, and work during the rest of the year</p>		
<p>HS students earning dual enrollment credit (provide educator courses)</p> <p>Education Pathways</p> <ul style="list-style-type: none"> Child, Family, and Community Child Development (Preschool) 	<p>Current programs</p> <ul style="list-style-type: none"> Skyline - early education transfer Cañada - afterschool certificate / early education transfer CSM - no education program specifically 	<p>Classified Grant (partner with IHEs) - classified employees eligible to earn BA/BS and credential</p>	<p>Added CTE Authorization</p> <ul style="list-style-type: none"> Credentialed teachers will be able to enroll in Orange County COE's online program to earn CTE credential authorization (add-on to base) 	<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>		
<p>Outdoor Cabin Leaders (HS Cabin Leaders)</p>	<p>Anne Campbell Center for Children and Families Lab School⁵</p>	<p>Future Credential Possibilities / Partnerships</p> <ul style="list-style-type: none"> Preschool/Grade 3 credential under discussion at CTC Work with Enterprise leaders/teachers/teachers to earn credential (start as STEAM volunteer) 				
<p>Big Lift (Summer Interns) prior to starting college</p>		<p>Better Together (annual CSU virtual and in-person one-day summer conference)</p>				
	<p>Substitutes, Paraprofessionals and</p>				<p>*SMCOE Campaign to promote teaching (elevate status and voice of teachers)</p>	

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

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

	<p>Instructional Aides show to recruit, train and support</p>	<p>SMCOE Superintendent's Office focus campaign</p> <p>What teachers do, the contributions and impact to the community, personal stories, recognition (TED talk series, etc.), events, networking, celebration and recognition</p>				
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APPENDIX D: San Mateo County Teacher and Student Ethnicity – 2018 to 2019

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%
Grand Total	6082	1.46%	0.39%	8.45%	3.19%	10.14%	0.18%	69.04%	5.84%	1.30%

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%
Grand Total	94234	1.40%	0.20%	15.70%	8.10%	37.80%	1.80%	24.80%	3.10%	7.00%

