

APPROVED

MINUTES OF THE SAN MATEO COUNTY BOARD OF EDUCATION

Meeting Date: May 6, 2026

Meeting Location: San Mateo County Office of Education
101 Twin Dolphin Dr.
Redwood City, California 94065

Board Members Present: Susan Alvaro, Edith Arias, Chelsea Bonini,
Beverly Gerard, Mike O'Neill, Patricia
Love, Hugo Torres

Staff Officials Present: Marco Chávez, Superintendent;
Jennifer Perna, Executive Assistant

Other Staff Present: Ian Bain, Kevin Bultema, Hector Camacho,
Jr., Tami Moore, Mary Yung

1. OPENING ITEMS

A. Call to Order

Board President Hugo Torres called the meeting to order at 7:01 p.m.

B. Approval of Agenda

After a motion by Board Member Gerard and a second by Board Member O'Neill, the April 22, 2026, agenda as presented was unanimously (Alvaro, Arias, Bonini, Gerard, O'Neill, Love, and Torres) approved.

2. PUBLIC COMMENT

Superintendent Chávez reported there was a public comment submitted electronically in advance of the meeting from Tracy Bonaduce, Behavioral School Psychologist, San Mateo County Office of Education (SMCOE).

3. APPROVAL OF MINUTES

A. April 22, 2026, Regular Board Meeting

APPROVAL OF MINUTES (continued)

After a motion by Board Member O'Neill and a second by Board Member Gerard, the Minutes of the April 22, 2026, Regular Board Meeting were unanimously (Alvaro, Arias, Bonini, Gerard, O'Neill, Love, and Torres) approved.

4. CONSENT AGENDA

- B. Adopt Joint Resolution No. 26-28 Recognizing May 4-8, 2026, as National Teacher Appreciation Week
- C. Receive Revision to the 2025-2026 Board Meeting Calendar Changing the Start Time of the May 20, 2026, Meeting to 5:30 p.m. to Accommodate the 2026 Volunteer and Recognition Event

After a motion by Board Member Alvaro and a second by Board Member Love, the Consent Agenda was unanimously (Alvaro, Arias, Bonini, Gerard, O'Neill, Love, and Torres) approved.

5. EDUCATIONAL SERVICES DIVISION

- A. Receive Annual Report from Oxford Day Academy (ODA)

Mefula Fairley, Coordinator, District Improvement and Support, Educational Services Division, introduced Latrice Bennett, outgoing Head of School, Oxford Day Academy (ODA), and Jimmy Aguilar, new Head of School, ODA, to provide the annual report from ODA.

Board Member Alvaro asked how much the current political climate, especially immigration-related fear and reports of raids, is contributing to truancy among newcomer students, noting that some students are afraid to leave their homes even if they feel safe at school. Ms. Bennett explained that immigration-related panic and misinformation have reduced attendance, particularly after reports of planned raids in East Palo Alto, and ODA has responded by sharing accurate information, partnering with community groups, and promoting a transportation program that lets students schedule rides directly from home to school, which helped stabilize attendance. She emphasized that the deeper and more persistent cause of truancy is economic pressure. Many newcomer students feel obligated to work to repay fees owed to the people they live with, and the truancy liaison is working with families to help students return to school.

Board Member Love asked how ODA ensures that students who need extra academic support are not excluded from enrichment opportunities that make the program unique. Ms. Bennett explained that eligibility for enrichment trips is based first on whether a student is able to travel internationally, and after that, all learner groups, including students receiving special education services, are included without restriction. The only limitation arises when a student must complete credit recovery or retake failed classes during the same period as a trip. In those cases, academic progress is prioritized, although ODA often works with students to finish recovery work early so they can participate. For students who cannot travel internationally, the school covers the costs for domestic trips to ensure

EDUCATIONAL SERVICES DIVISION (continued)

they still receive meaningful enrichment. She underscored that all students receive opportunities and the goal is to balance academic requirements with access to enrichment.

Board Member Gerard asked what kinds of internship opportunities are available to students. Ms. Bennett explained that ODA partners with multiple local and regional organizations that reserve internship spots specifically for their students, including the Boys and Girls Club, Youth United for Community Action, Hope Horizon, and the Silicon Valley Urban Debate League. Students can also seek their own internships based on personal interests, work at the school during the summer, and participate in internships with Canopy, an organization focused on environmental work. She noted that because ODA is small, it can quickly gather student interest and match them with a wide variety of internship options.

Board Member Gerard asked about the number of students graduating this year and when the graduation ceremony would take place. Ms. Bennett clarified that 24 students will be graduating on June 4th at 5:30 p.m., with formal invitations being sent out soon.

Board Member Arias asked how many students are currently enrolled at the school. Ms. Bennett explained that the school's target enrollment is 100 to 115 students, but at the moment they are slightly under-enrolled, with a total of 88 students.

Board Member Arias asked whether there are opportunities for the school to offer Career and Technical Education (CTE) or to partner with programs that already provide it, noting that CTE can engage students, support employment needs, and help reduce truancy. Ms. Bennett discussed how offering an on-site CTE pathway requires significant resources, including a CTE-credentialed teacher and dedicated instructional space, which the school does not currently have. Instead, the school uses concurrent enrollment in which students are encouraged to take CTE pathway courses at Cañada College while still in high school, allowing them to complete career-focused coursework before graduation. This model serves as the school's primary approach to providing CTE access.

Board Member Arias asked what family-engagement opportunities ODA provides. Ms. Bennett explained that families participate through several structured groups, including the English Learner Advisory Council (ELAC), school site council, and a student-run parent engagement group that contributes to day-to-day decisions. This year, parents were also involved more closely in shaping Local Control and Accountability Plan (LCAP) goals in response to site-visit feedback. Families help plan events, chaperone field trips, and attend bi-monthly parent meetings which serve as a regular forum for communication and involvement.

Board Member Love asked whether ODA's current enrollment was affecting finances and how they plan to address both the budget impact and the enrollment challenges. Ms. Bennett described how lower enrollment has created some financial strain, leading to limited deficit spending, but ODA has a strong reserve and they are budgeting conservatively through 2026–2027 in case enrollment remains low. To reduce mid-year transfers and improve retention, they revised their admissions process so newly admitted students must attend a campus tour and participate in a mock tutorial where staff gauge their interest and clearly explain the intentionally small, personalized learning model. This ensures families and students fully understand the program before enrolling, which should reduce

EDUCATIONAL SERVICES DIVISION (continued)

transfer-outs and stabilize enrollment. Mr. Aguilar added that his background is in K–8 education, so he plans to use that existing relationships and trust within the community to support and strengthen student recruitment efforts.

Board Member Bonini asked how the school provides professional development for teachers. Ms. Bennett explained that ODA had previously partnered with the county for support but most professional development is handled internally or through REACH partners and Oxford University collaborators. Because the instructional model is based on the Oxford tutorial method, staff from one of Oxford’s colleges provide summer training for teachers, especially new ones. They also have a dedicated curriculum and content developer who works closely with teachers throughout the year.

Board Member Bonini asked whether ODA partners with the County Office for administrative support, particularly when communicating with families about immigration-related concerns or when seeking guidance on policies and procedures. Ms. Bennett shared that ODA uses these resources, although probably not as much as it could. There are weekly newsletters and policy updates, which the school relies on to stay informed and share accurate information with students and families, supplemented by updates from community partners.

Board Member Bonini asked when ODA’s next authorization cycle is scheduled. Ms. Bennett clarified that the next cycle will occur in the 2027–2028 school year.

Board President Torres expressed appreciation for Ms. Bennett, praising her dedication, leadership, and commitment to ensuring a smooth transition. He welcomed Mr. Aguilar and emphasized that the Board is available as a resource whenever needed.

6. OFFICE OF THE SUPERINTENDENT

A. Receive Report and Updates on SMCOE's Equity, Social Justice, and Inclusion Work

Hector Camacho, Jr., Executive Director, Equity, Social Justice, and Inclusion, Office of the Superintendent, and Rubie Macaraeg, Coordinator, Advocacy and Partnerships, Office of the Superintendent, provided a report and updates on SMCOE's Equity, Social Justice, and Inclusion work.

Board Member Alvaro highlighted two strong community resources on the coast—Cherise McHugh and John Parsons—who run a long-standing high school program focused on interviews, financial literacy, LinkedIn profiles, résumés, and career readiness. She offered to connect the team with them, noting how effective the program has been for students. Board Member Alvaro also discussed the San Mateo County Libraries’ “One Read” program, featuring George Takei’s *They Called Us Enemy*, and praised its section on Fred Korematsu. She thanked the presenters for expanding important work, emphasizing how valuable and meaningful it is for students and the community.

Board Member O’Neill asked how the effectiveness of the various initiatives will be measured, specifically, what metrics or evaluation methods will determine whether programs should continue,

OFFICE OF THE SUPERINTENDENT (continued)

be adapted, or be discontinued. Coordinator Macaraeg explained that the organization works closely with the Center for Learning and Analytics (CLA) to design both broad and highly targeted evaluation tools. For the youth program, students help design and conduct program evaluations, which has been part of the model from the beginning. For family-engagement work, the team regularly uses family focus groups and family surveys to gather feedback. She emphasized that continuous reflection and community-based evaluation are essential to equity and social-justice work, and CLA remains a key partner in assessing effectiveness across programs.

Executive Director Camacho added that the Equity Leadership Team measures its effectiveness through data, relying on the annual employee survey. The survey highlights emerging issues across the County Office and school sites, and the team analyzes the results, often focusing on areas needing improvement, to guide priorities for the following year. With multiple years of survey data, they can track trends, identify recurring concerns, and recognize where additional staff support is needed, all with the goal of shifting outcomes over time and improving employee experience.

Board Member O'Neill asked whether the team sets specific annual goals or metrics to determine if progress is being made, and how they evaluate whether targets are met or need adjustment. Executive Director Camacho explained that evaluation is done quarterly in collaboration with the CLA, which helps design and interpret the data. A key challenge is that survey results depend on who participates each year, especially as staffing changes. The primary focus is ensuring high survey-completion rates and analyzing responses while preserving anonymity. They look for data patterns across demographic groups to guide equity work. The team continues to refine how to encourage employees to self-identify in ways that support meaningful analysis without compromising anonymity.

Board Member Gerard asked how participants are selected for the Youth Entrepreneurship, Employment, and Empowerment (YEEE!) program and what criteria guide the process. Coordinator Macaraeg explained that the program intentionally focuses on youth who may not be seen as traditional leaders, relying heavily on school counselors and community members to refer students with the greatest need. As the program has grown in visibility over the past few years, word-of-mouth has also become a strong recruitment pathway. Selection includes reviewing demographic information, narrative application responses, interviews, and transcripts—without any GPA requirement—to ensure access for students who might not typically have such opportunities. The team has also expanded the program to multiple age groups to better understand how different students identify themselves as potential participants.

Board Member Gerard asked where the program holds its classes. Coordinator Macaraeg explained that sessions have been hosted in several North County community locations over the years, including Daly City City Hall, the Economic Advancement Center, the South San Francisco Library, and previously the Redwood City Police Activities League (PAL) Center. She noted that finding accessible youth-friendly community space in North County is consistently challenging, but strong partnerships with Daly City and South San Francisco have made the program possible.

Board Member Gerard asked how students and families are referred to the San Mateo County Families Program for support. Executive Director Camacho clarified that the program does not

OFFICE OF THE SUPERINTENDENT (continued)

provide direct services or referrals to students or families. Instead, they equip teachers, school staff, and district leaders with resources about student rights, responsibilities, and safety protocols.

Board Member Gerard asked if this is happening throughout the entire county. Executive Director Camacho confirmed it is, and there is increased interest in the communities that are experiencing targeted enforcement activities.

Board Member Bonini asked whether this work extends to the county-run schools, including Court and Community Schools and Special Services, and whether those programs receive the same supports

and family-engagement efforts. Coordinator Macaraeg explained that the County Office has hosted numerous trainings that are open to all schools, including county-run programs, and staff from those programs have participated. An internal cross-departmental team is participating and Safe and Supportive Schools staff have provided training directly to teachers in county programs. Executive Director Camacho noted that the work aligns with new legislation requiring staff to be informed about updated protocols.

Board Member Bonini asked whether there is a connection with the school safety protocols, using Gateway as an example where concerns were raised about unclear sign-in procedures and campus accessibility, and noting that no visible changes were observed during a recent visit. Executive Director Camacho explained that some campuses have clear, centralized sign-in points while others are harder to navigate, which raises safety issues. These concerns align with the Big Five safety protocol and conversations across the county, including within our own programs, are now focusing on how to improve campus access and entry-point design, especially as newer school sites with single entry points demonstrate safer, more controlled models.

Board Member Bonini asked which districts currently participate in the YEEE! program, whether it can expand to additional districts, and whether it could eventually include the County Office's school programs. Executive Director Camacho explained that expansion is limited by capacity, as the program is run by a two-person team serving hundreds of students each summer. Superintendent Chávez noted that the program is primarily grant funded.

Coordinator Macaraeg explained that the program was originally designed to partner with the Mid-Peninsula Boys and Girls Club, but the merger of the Boys and Girls Clubs required a shift in approach. To build the program, they secured a fully funded K-12 Strong Workforce Grant that provided \$2 million over two and a half years, allowing them to create a system serving youth across North County districts, including the Jefferson Union High School District, the South San Francisco Unified School District, the San Bruno Park School District, the San Mateo Union High School District, the Bayshore School District, and the Jefferson Elementary School District. The pilot was intentionally localized to direct resources to a specific need, and the first summer drew more than 400 applicants, highlighting the significant demand in North County. At the same time, the region lacked community partners, forcing the team to build both the program and its supporting ecosystem simultaneously. They continue to advocate for more resources and pursue multi-year and state funding to sustain the program through multiple funding streams.

OFFICE OF THE SUPERINTENDENT (continued)

Board Member Bonini asked whether students can earn credits for their participation or if that is a future goal. Coordinator Macaraeg clarified that credit-earning is possible but not automatic, and depends on each district and each student's needs. Some students require credits to graduate, and in those cases the program works with them individually, while others do not benefit from additional credits because taking more classes can lower their grade point average. In a previous partnership with the PAL Center, more than 20 students earned 10 credits each for their summer work, which was especially meaningful for those who needed the credits.

Board Member Bonini asked whether the program has begun tracking long-term, measurable outcomes for participating students, such as graduation rates, post-secondary pathways, or other longitudinal indicators. She also asked whether the program collects student demographics, because such data could help the Board understand the program's impact and prioritize future support.

Coordinator Macaraeg explained that they currently measure effectiveness based on each year's cohort, with attrition being a key benchmark, which has remained extremely low at about 1–2% over five years. While the summer program shows strong engagement, limited resources prevent broader year-round tracking, although they hope to expand through transitional-age-youth pathways. They do collect demographics and could potentially conduct deeper longitudinal analysis, especially since they now have returning students from their middle-school program, but doing so comprehensively would require additional resources and stronger integration with existing systems that track college- and-career indicators.

Board Member Love asked whether the program has begun tracking what happens to students several years after participation because long-term data would be valuable for understanding impact and future fundraising. Executive Director Camacho explained that while they have not yet conducted full longitudinal tracking, they evaluate effectiveness through other frameworks, including liberatory education models that emphasize different types of data. An extremely low attrition rate of roughly 1% is a significant indicator of success for a population that often lacks access to summer programming and may otherwise disengage from school and community. The program's ability to re-engage youth year after year is a meaningful outcome, and while they can explore additional long-term measures, they also prioritize the community-defined value the program provides.

Board Member Love asked for clarification about the number of students in the summer program. Coordinator Macaraeg confirmed that the total number is 70 across the entire program.

Board Member Love asked about the broader direction and vision of the County Office in offering direct student-focused programs, including whether this work should be formally budgeted and how scaling would look, especially given the lack of community-based organizations in the North County and the cost of staffing such programs. Superintendent Chávez explained that several direct-service programs have grown over time, although they are largely grant-funded. The question regarding the long-term vision and resource alignment is one for internal Cabinet-level discussions. If the County Office intends to expand this type of work, it will need to intentionally direct resources toward these programs.

OFFICE OF THE SUPERINTENDENT (continued)

Board Member Arias asked whether expansion could make the program accessible to students outside North County, including those in the Court and Community Schools. Executive Director Camacho explained that while expansion is desirable, one major limiting factor is transportation. Students must be able to reliably reach both the program site and their work placements every day, and many potential locations are not realistically accessible for youth traveling across the county. Because community school students come from many different areas, identifying a central, reachable site is especially challenging. Transportation constraints, combined with limited staffing, are key reasons the program remains small and concentrated in the North County.

Board Member Arias asked whether transportation supports like free SamTrans or Clipper Cards could solve access issues. Executive Director Camacho explained that although students do receive free transit passes, public transportation still doesn't reach many of the program's potential worksites, which limits expansion.

Board Member Arias asked about the transitional-age-youth cohort and how they are referred. Coordinator Macaraeg confirmed that this group is new and not made up of former program participants. Students are recruited through community colleges and as graduating seniors, especially those already involved in high-school work-experience programs connected to early learning or youth development, and they receive training that links them to workforce pathways.

Board Member Arias asked what will happen to the program if grant funding runs out. She noted how the program aligns with the County Office's strategic goals and serves an important need, especially for Court and Community School students, and asked if the County Office could consider sustaining it without relying solely on grants. Superintendent Chávez explained that if grant funding were to end, the decision about continuing or scaling the program would need to be made by Cabinet and the Board Budget Subcommittee.

Board Member Bonini asked whether the program intentionally seeks out or tracks participation from specific marginalized groups, such as students with disabilities, foster youth, justice-impacted youth, and Dreamers, and whether those demographics are known. Coordinator Macaraeg confirmed that the program does.

Board President Torres asked who provides the industry-aligned certifications for students. Coordinator Macaraeg explained that certifications come through multiple partners. A CTE coordinator in South San Francisco provides CPR and first-aid training and additional certifications are delivered through MIMS in the East Bay. The program also partners with the county's Health Equity Initiative and community organizations like Samoan Solutions, Kapa Cultural Center, and Kingdom Love to provide Mental Health First Aid certification. Board President Torres noted that the Peninsula Healthcare District is offering some of the same trainings for free, and suggested they could be a strong partnership opportunity.

Board President Torres asked whether the County Office could help support transportation for students. Superintendent Chávez indicated that transportation needs are an ongoing topic of discussion for the program and the County Office is always exploring what resources are required

OFFICE OF THE SUPERINTENDENT (continued)

for the program to run successfully. If there is an opportunity to provide transportation, or to partner with another organization to do so, the County Office is open to it.

Board President Torres offered to volunteer or visit the program to see it in action. He ask to be invited to the program's showcase and requested that staff return to present an update at the end of the summer on how the cohort performed. He emphasized that the work aligns strongly with the County Office's Strategic Plan and deserves continued attention and support.

The following speaker provided live public comment:

- Johanna Rasmussen, Chair and Commissioner, San Mateo County Juvenile Justice and Delinquency Prevention Commission (JJDP)

B. Superintendent's Comments

Superintendent Chávez highlighted Teacher Appreciation Week, expressing deep gratitude for all teachers and the extraordinary care, dedication, and passion they bring to students each day. He offered special recognition to the educators working within the County Office's own programs, acknowledging the meaningful impact these teachers have on some of the county's most vulnerable students.

Superintendent Chávez reported that at the Association of California School Administrators (ACSA) Region 5 Awards, Mason Henricks, Manager, School Safety and Risk Prevention, Educational Services Division, and Tami Moore, Associate Superintendent, Human Resources, were honored. He congratulated them on their accomplishments and contributions.

Superintendent Chávez noted that the meeting would be adjourned in memory of former Superintendent Nancy Magee, who passed away on April 26. He extended heartfelt condolences to her entire family and underscored that she will be remembered as a beloved and respected leader whose presence and influence will be deeply missed.

7. BOARD MEMBERS

A. Receive Reports from the Board Ad Hoc Subcommittees and Representatives

Board Member Alvaro reported that representatives from the YMCA will be in attendance at the next meeting to provide an update on the housing project at Jones Gulch.

Board Member Bonini reported that the Gateway Subcommittee met on April 28 and received several updates. She will bring additional information to the next meeting and she anticipates that some items will come before the full Board soon.

Board Member Bonini shared that she and Board Member Gerard met with Sarah Notch, Executive Director, Educational Innovations, Educational Services Division, in their roles as LCAP liaisons.

BOARD MEMBERS (continued)

Since the LCAP was separated from the recent Board Budget Study Session, they are unsure whether there will be a separate opportunity for Board discussion before the first official LCAP hearing in June. Superintendent Chávez assured that there will be an opportunity for the full Board to offer feedback on the LCAP at the May 20 board meeting.

Board Member Bonini added that the LCAP discussion was framed by the fact that this is a mid-cycle year, so the major goals and focus areas will remain consistent. Much of their conversation centered on data needs, including establishing baselines and understanding student achievement levels, and they hope that more of that information can be incorporated into the upcoming presentation.

B. Board Member Comments

Board Member Alvaro

Board Member Alvaro extended heartfelt appreciation to teachers during Teacher Appreciation Week, noting that their dedication deserves recognition far beyond a single week each year.

Board Member Alvaro discussed attending the Climate-Ready Schools Symposium, highlighting the engaging panel discussions and the opportunity to meet various organizations offering environmental programs to local school districts. The event also included a ribbon-cutting for the County Office's new solar installation. She expressed gratitude for the conference and for the County Office's continued commitment to environmental literacy.

Board Member Alvaro shared her enthusiasm for the evening's reports, acknowledging the challenging climate in which the Diversity, Equity, and Inclusion work occurs and offering best wishes to Ms. Bennett as she moves on to her next role.

Board Member Alvaro further discussed this year's San Mateo County Reads selection, *They Called Us Enemy*, a graphic memoir by George Takei about his family's incarceration during World War II. She described it as a powerful and emotional book and encouraged others to read it for its historical insight and contemporary relevance.

Board Member Arias

Board Member Arias offered condolences to the family and friends of Ms. Magee. She shared that their early interactions were meaningful and it is difficult to accept that she is no longer with us.

Board Member Arias discussed attending the April 28 JJDPC meeting, noting what stood out most was a presentation on Rachel's Challenge, an organization focused on addressing the root causes of school violence, bullying, prejudice, and self-harm through wellness programs that build hope, resilience, and belonging. She found the outcomes and student-support strategies impressive.

Board Member Arias shared that she attended the Climate-Ready Schools Symposium and the ribbon-cutting ceremony for the new solar panels. She congratulated the County Office for hosting such an informative event and appreciated the reminder of the importance of climate stewardship.

BOARD MEMBERS (continued)

Board Member Arias noted that she attended the 17th District PTA Teacher Appreciation Luncheon earlier that day at Gateway School. She extended congratulations to all teachers across San Mateo County, especially those in the Court and Community Schools.

Board Member Arias wished all mothers in the county a warm and happy Mother's Day.

Board Member Bonini

Board Member Bonini discussed her work on the planning committee for the California School Board Association's (CSBA's) Annual Education Conference. The conference is seeking unique and diverse student performers and applications will open soon. She also noted that the request for proposals for conference sessions closed on May 1.

Board Member Bonini described attending the 17th District PTA Teacher Appreciation Luncheon, sharing how meaningful and well-received the celebration was. Volunteers from the 17th District PTA helped make the luncheon special and teachers expressed genuine appreciation.

Board Member Bonini highlighted that May is Mental Health Month. She brought ribbons and new informational cards featuring the 988 crisis line. The kickoff event at Alcove in San Mateo included a panel featuring a freshman student whose maturity and poise were striking. She emphasized the importance of supporting mental health and noted that the county's behavioral health website offers many resources, with this year's theme being "mental health is ours."

Board Member Love

Board Member Love echoed earlier expressions of gratitude, reaffirming appreciation for educators, recent award recipients, and Ms. Magee, noting the importance of adjourning the meeting in her honor.

Board Member Love highlighted the strong work of the environmental team, praising the continued success of the Climate-Ready Schools Symposium.

Board Member Love congratulated the Court and Community School students who earned a place on the principal's honor roll this quarter.

Board Member O'Neill

Board Member O'Neill shared that he attended the Jefferson Union High School District's CTE Showcase, noting the program's impressive growth from 100 students four years ago to more than 400 today. The showcase highlighted the wide range of programs in the district's CTE consortium. Through his professional work, he helped arrange field trips to the Verizon Innovation Lab, which has now been visited by five San Mateo County schools and has been a hit with students because of its immersive virtual-technology experiences.

Board Member O'Neill noted his participation in several recent events, including the CTE Advisory meeting, the San Mateo County School Boards Association (SMCSBA) meeting, and the Dream Machine event in Half Moon Bay.

BOARD MEMBERS (continued)

Board Member O'Neill reflected on his long acquaintance with Ms. Magee and read a Ralph Waldo Emerson passage about a life well lived, one marked by kindness, integrity, and making the world better, which fits Ms. Magee perfectly.

Board Member Gerard

Board Member Gerard offered condolences to Ms. Magee's family, acknowledging the difficulty of her long health journey and noting how deeply she loved her granddaughters. She expressed gratitude that the meeting will be adjourned in her honor.

Board Member Gerard described attending the CTE presentations at Jefferson High School. The instructors stepped back and allowed students to lead the presentations and they were incredibly knowledgeable and confident.

Board Member Gerard shared that she attended the Climate-Ready Schools Symposium and appreciated seeing students actively participating and sharing the environmental initiatives they are leading at their schools. She also enjoyed the ribbon-cutting of the new solar panels.

Board Member Gerard reported that she served as emcee for an Association of California County Board of Education (ACCBE) budget session that afternoon and the event was well-attended.

Board Member Gerard wished everyone a happy Mother's Day.

Board President Torres

Board President Torres expressed appreciation for Teacher Appreciation Week and congratulated Associate Superintendent Moore on her recognition.

Board President Torres shared several personal reflections about Ms. Magee, including his first encounters with her. He described how meaningful it was that Ms. Magee took time to get to know him when he was appointed to the Board, especially now understanding how busy a superintendent's schedule is. That early support remains an important memory.

Board President Torres addressed the Board directly, noting that May will be an especially busy month and asking members to watch for emails from Superintendent Chavez regarding scheduling and upcoming meetings. Because several substantial items are coming forward, he encouraged the Board to review materials in advance and submit questions ahead of time. This preparation will help ensure meetings run efficiently and allow more time for meaningful discussion.

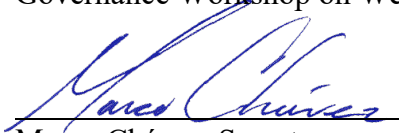
8. ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 9:15 p.m. in honor of former County Superintendent Nancy Magee, a deeply respected educator and community leader who passed away peacefully on April 26, 2026. Her decades of service as a teacher, administrator, county superintendent, and regional leader left a lasting legacy in student

ADJOURNMENT (continued)

services, pandemic response, early learning, child care, housing, and environmental sustainability, and heartfelt condolences were offered to all who knew and loved her.

Board President Torres announced the next regular meeting would be the Special Meeting Governance Workshop on Wednesday, May 13, 2026, at 5:00 p.m.



Marco Chávez, Secretary

jlp