



WHAT'S HAPPENING AND WHAT'S NEW

Trustee of the Month
Bro. Kamal Hubbard

MARCH BIRTHDAYS



Bro. Lewis Clinton, Jr. 3/2
Sis. Anika Hurt Hausner 3/2
Sis. Joy Higgins 3/4
Sis. Aundrea Smith 3/7
Sis. Dorris Nutting 3/22

825 Monte Diablo Avenue
San Mateo, CA 94401
650-343-1712
www.stjamesanmateo.org
stjamesamezchurch@gmail.com

MISSION

Our mission is to bring people to Christ by taking Christ to people.

VISION

We strive to be a church that is Christ centered, culturally relevant and community focused.

MOTTO

The church is not the building, it's the people. So come and be the church with us.

FROM THE PASTOR'S DESK



HAVE WE FRUIT?

When reflecting on fruitfulness, Christians often focus: 1) on inward spiritual experience and 2) individual practices such as prayer and studying Scriptures. Both important, even essential, these practices in Christian lives of

faithful discipleship, are just the beginning. John Wesley offers guidance drawing on Scriptures to deepen and extend our discernment and practices of fruitfulness. For John Wesley personal experiences of grace lead individuals to share God's grace with others producing fruit in community.

John Wesley preached and wrote *constantly* about grace, fruits, and love among Christians. From his first sermon and early ministry in Savannah, GA, to his very latest sermons and letters, John Wesley emphasized the work of God's grace in Christians to cultivate fruit, which is demonstrated by love of God and others. This does not mean John Wesley consistently practiced what he preached.

Discerning Fruitfulness

A lay preacher named Thomas Maxfield began traveling with Charles Wesley to the societies in 1739. Thomas had received a powerful religious experience while John preached in Bristol leading Thomas to follow a call to preach. John was skeptical of Thomas because of reports of a distinctive preaching style and impetuous nature. John wrote to his mother, Susanna, of his frustration. Susanna replied, "Take care what you do with respect to that young man, for he is as surely called of God to preach, as you are. Examine what have been the fruits of his preaching, and hear him also yourself."

John practiced discernment, examination of fruits, not only with preachers, but extensively throughout the Methodist renewal movement.

Methodist Renewal

Early Methodism contributed to the Evangelical Revival in England. These renewal movements were characterized by strong preaching and dramatic conversions. Similar to the national revival, Methodists preached to large crowds initially George Whitfield later followed by John and Charles Wesley. These settings could see tens of thousands gathered to hear preachers in the open air. In John Wesley's letter to Vincent Perronet, in December 1748, later published as a pamphlet entitled, "A Plain

Account of the People Called Methodists," he described the emergence of the early Methodist renewal movement with little if any reference to the number of those gathered and the movement's quantitative growth. Instead, the document described a variety of fruits characteristic of the movement—an ecology—consisting of doctrines, organization such as class meetings and conferencing, and outreach growing from a shared commitment to 'spreading scriptural holiness.'

Fruitfulness: Balancing Grace and Works

In his *Explanatory Notes on the New Testament*, John Wesley comments on John 15. In the following verses, John 15:8-15, John makes an interesting point about Christian practices.

My Father is glorified by this, that you bear much fruit and become my disciples. As the Father has loved me, so I have loved you; abide in my love. If you keep my commandments, you will abide in my love, just as I have kept my Father's commandments and abide in his love. I have said these things to you so that my joy may be in you and that your joy may be complete. This is my commandment, that you love one another as I have loved you. No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you. I do not call you servants any longer, because the servant does not know what the master is doing, but I have called you friends, because I have made known to you everything that I have heard from my Father.

In his commentary on John 15:14 John makes a clear argument for the importance of practicing our faith with others. John 15:14, "You are my friends if you do what I command you." In response to this verse in particular, John Wesley states, "On this condition, not otherwise. A thunderbolt for Antinomianism!"

During Wesley's life and ministry, and arguably throughout Christian tradition, some argue for the prioritizing of good works over personal spiritual experience. Some even claim the

essential nature of personal spiritual experience to the exclusion of good works, meaning good works are not necessary to faithful discipleship. This perspective has been described as “Antinomianism” or “without the law” referring, albeit inaccurately, to the Hebrew Law rooted in the Ten Commandments. The opposing perspective, “Pelagianism,” of which John Wesley was occasionally accused, argues for the prioritizing of good works over personal spiritual experience referring to an early Celtic theologian, Pelagius (354-418). Pelagius is remembered as a heretic for over emphasizing humankind’s good nature in opposition to Augustine of Hippo’s emphasis on humanity’s original sin.

To be fair to millennia of Christian tradition in a few lines, Christians—including John Wesley—seem most faithful when these perspectives remain in a careful and generative balance informed by a canonical reading of Scripture. In short, love of God and love of others, including creation. In John Wesley’s commentary on John 15:14, we observe a small part of a longer conversation in which he encourages a balance of love of God and others, grace and fruits—internal and external.

Fruitfulness: Love

John Wesley names an essential criterion from Scripture to discern fruitfulness in lives of Christian discipleship, love. John describes love, the fundamental component of authentic Christianity, throughout his writings and sermons. The following is one among numerous examples.

The necessary fruit of this love of God, is the love of our neighbor, of every soul which God hath made; not excepting our enemies, not excepting those who are now despitefully using and persecuting us: a love, whereby we love every many as ourselves, as we love our own souls.

This excerpt appears in John’s sermon on John 3: 8, “So is every one that is born of the

Spirit,” Marks of the New Birth III.3, Sermon 14 in *Sermons on Several Occasions* (1771). Scriptural understandings of love represent the ecology John Wesley and Methodists carefully cultivated. As John described throughout his writings and sermons, God’s love and grace for individuals, often experienced personally, inspires individuals to practice God’s love in community. When Christians practice God’s love, not only through individual prayer and devotion, but also in community Christians participate more fully in God’s work—fruitfulness—in the world. In this way, fruit is not merely personal, for example from a single tree, but a whole orchard participating in an ecology of God’s love manifest in the world through grace, as well as fruits such as forgiveness, justice, and reconciliation.

Article Source: www.ministrymatters.com

THE DREAM CONTINUES



Because the Dream Continues! The spotlight of the world may not be on these Black Lives making strides, but yet we know and we see them often and we know their names! We at STJ know how important it is to celebrate and encourage one another. We aim to spread the word so that others will know that Black History is not just a past tense thing- we are building on the foundations laid down for us, and keeping the doors open for those generations!

Gloria Rhodes Brown



For more than 55 years, Gloria Rhodes Brown, M.P.A., has devoted herself to improving the lifestyle of others through her career choice and community outreach. She has specifically targeted issues of vital importance to specific populations. Her many accomplishments have touched, changed or, in some cases, saved lives throughout San Mateo County.

Through the faith community, she has developed key health screening programs including Breast Cancer Awareness Sunday, Prostate Cancer Awareness Sunday, and Soul Stroll for Health. The impact and success of Soul Stroll has energized communities to organize Soul Stroll events in Sacramento, Tempe, AZ and Madison, WI. Over the years, Gloria has tirelessly volunteered her time developing a blood pressure/cholesterol screening program; launching a learn-by-mail nutrition and physical activity program; and developing and piloting a creative educational program for mothers of drug-affected babies. In 2004, she spearheaded the Awareness Sunday Quilt project for Breast Cancer survivors. She continues to address the needs

of older adults through working with support groups for adult children who are caring for older relatives; especially those with Alzheimer's.

A legacy of volunteerism and devotion over the years has garnered Brown coveted public recognition. She was inducted into the San Mateo County Women's Hall of Fame; awarded the KQED 2008 Local Hero Award; recognized by the University of California Division of Agriculture and Natural Resources with their Distinguished Service Award; received the NFL Community Quarterback Award and the 2005 NAACP (San Mateo Branch) Leonard Houston Carter Award; named as City Flight Magazine's "10 Most Influential African Americans in the Bay Area for 2003 and cited in Mills-Peninsula's Annual report as one of their "Heroes who has made a difference." In 2011, she was named the San Mateo County 2011 Dr. MLK Honorary Chair and received community service recognition from the Link's and the AKA Sorority at its Regional meeting.

Brown has served as a Notre Dame De Namur Trustee, UCSF Helen Diller Family Comprehensive Cancer Center Community Advisory Board, St. James Community Foundation Board of Directors, the African Women's Development Fund, Silicon Valley Community Foundation, East Palo Alto YMCA, KQED, Mills-Peninsula Health Services and Foundation Boards, American Cancer Society, Mills-Peninsula's Women's Advisory Committee and selected advisory committees and commissions. Gloria currently serves on the North Central Student and Rosanna Wilson Harris Scholarship Foundations, the Alzheimer's Advocacy, Ambassador and Education Committees, and the African American Library Advisory Committee.

Gloria co-founded the Mills-Peninsula African American Community Health Advisory Committee now the Bay Area Community Health Advisory Council. She is a member of Delta Sigma Theta Sorority: San Francisco-Peninsula Chapter, Chums, Inc. and past member of the Delta San Francisco-Peninsula Foundation.

Brown served as county director of the University of California Cooperative Extension Service for San Mateo and San Francisco counties, Elkus Ranch, and coordinator of Nutrition and Family and Consumer Science programs in San Mateo and San Francisco for 36 years.

After a year of retirement, Brown began receiving requests to continue her nutrition and health outreach work and after some in-depth soul searching, she decided to form her own company. JX Consulting, Inc. specialized in developing nutrition and health promotion programs for community based organizations. She continues to devote hours of volunteer time and resources to making communities healthier through the Mills-Peninsula Health Services African American Community Health Advisory Committee and other health related organizations.

After Gloria's husband was diagnosed with Alzheimer's disease in 2015, she started a "Songs of the Season" holiday home-bound musical program for families and others caring for loved ones with Alzheimer's and other cognitive challenges.

Brown earned her Bachelor's degree in Home Economics with an emphasis in nutrition education from Texas Southern University and a Master's in Public Administration from the College of Notre Dame. She is the mother of two and grandmother of four.

Davina Hurt



Davina Hurt is an attorney, mom, environmental advocate, AI enthusiast, vice mayor and two-term councilwoman. Notably, she served as past mayor and planning commissioner for the City of Belmont, California.

Davina was appointed to the California Air Resources Board by Governor Gavin Newsom in 2020 and confirmed by the California Senate in 2021. At the state level, she is also an appointed member to a Department of Consumer Affairs licensee board, five years of which she served as chairwoman, by Assembly Speaker Anthony Rendon along with Speaker Emeritus John A. Perez and Toni G. Atkins.

Davina serves as the Vice Chair of the United States' first regional air pollution control agency- Bay Area Air Quality Management District Board and chair's the Community Equity, Health and Justice Committee of the board. She is an advisory council member and immediate past board President of Samaritan House (2019-2022), who is fighting poverty by connecting the working poor to resources. Davina is the Chair of City/County Association of Governments of San Mateo County focused

on local transportation, commissioner of Silicon Valley Clean Water as well as San Mateo County Pre-Hospital Emergency Medical Services and San Mateo County Emergency Services Council board member. Her latest project participation is in the Equity Forward initiative of Silicon Valley Community Foundation as an advisory committee member.

Davina is supportive of civic engagement and serves as Assembly District 21 Delegate in the California Democratic Party and co-founder/vice-president of DemFems of Silicon Valley, a women's Democratic club working for gender parity in elected office. As alumni to Baylor University and Santa Clara University School of Law where she earned a specialized certificate in International Public Law and studied at the University of Strasbourg's International Institute of Human Rights, she has evolved her practice to advocate on key issues on *poverty, climate change, environmental justice, housing affordability, empowering young women, human rights/civil rights, placemaking, as well as infrastructure & public transportation.*

Hurt has drafted documents for the International Criminal Tribunal for Rwanda; worked for Bay Area Legal Aid; and, served as a judicial extern to the Honorable Judge James Ware in the United States District Court for the Northern District of California in San Jose.

Hurt resides in Belmont with her teen daughter and dog Koda. Davina is working to improve the quality of life for the many communities she represents in air quality, consumer affairs, transportation and the climate, while serving with integrity, distinction, compassion and respect for the many voices in our communities.

Samuel Johnson Jr.



Samuel Johnson, Jr. was born in 1946 during segregation in the deep south to parents who had little education. Their dream for him and his siblings was college. Mr. Johnson's story is one of courage, determination, sacrifice, and hope as he forged a forty-year career in education, ultimately retiring as one of only 13 African American Superintendents in a state that has over 1,000 public school superintendents. He is recognized as a leader of immense integrity and vision whose leadership as Superintendent resulted in students (53% minority student body) performing better than at any time in the District's rich academic history. His pursuit of the Academic Core for ALL students, the implementation of the seven-period day, and the change in the school year calendar created an educational environment that presented students with academic opportunities and support not previously available to them. Concurrently, as Superintendent, his leadership of a \$298 million bond measure to modernize the District's six high schools resulted in overwhelming support from voters, enabling transformation of all six campuses into state-of-the-art teaching/learning centers. Mr. Johnson's story of coming to San Mateo from Louisiana to teach math and his rise to leading a school district with 8500 students is an inspiring one. Samuel Johnson, Jr. created an impact and legacy that has positively influenced students for generations to come.

Following is his story in his own words with some edits for context.

My story began in Louisiana in 1946 when the times were extremely difficult for people of color. My education through high school was in classrooms that were all Black with Black teachers and one White nun. Because of the racism and segregation existing in the country at that time, separating people from opportunity and privileges based on the color of their skin, I later came to appreciate how diligent my teachers were in expecting all of us to do well and to perform if we were to have any chance at the American dream. They knew it wouldn't be an easy journey to get ahead.

My parents had a poor education. College for me and my siblings was their dream. My first thought was LSU which was 11 miles from my home or Southern University which was much farther away. As it turned out, LSU was not admitting undergrads who were African American, so I went to Southern University. I graduated from Southern in 1967 with a Bachelor of Science degree in Mathematics. I was on campus one day when I encountered a group of recruiters visiting from San Mateo, CA to interview graduates for jobs. They were specifically visiting historically Black colleges and universities looking for Black teachers. I met my wife at Southern as a freshman and she suggested that I go for the interview. I had said no; she said yes – I went, and the story unfolded.

It was then that I met Paul (Claudon) and a wonderful and long relationship ensued. I had asked him for assurance that if I was offered a job in California, there would need to be a job as well for my soon to be bride, also a math teacher. In 1968, I received the call from Paul that guaranteed me and my wife jobs – mine at San Mateo High School and hers at a neighboring middle school in a different district. We were on our way out of Louisiana to a new life and a new world beyond anything we could ever have imagined living as we had in our

bubble in the South. Fifty-one years later, ours is a very blessed and happy story which includes two children and five grandchildren.

Try to imagine, a young Black man, with minimal experience in a classroom with anyone who was White, being thrust into an educational environment that was predominantly, at that time, White. There I was, standing in front of a class of 30 students with only two who looked like me. To my utter shock and surprise, I realized very quickly when I started to ask questions, that these students didn't know more than the Black students I had taught in Louisiana! More shocking, was that as I began talking with teachers, I said to myself with disbelief, "they are not as smart as I am! My education in the South at the hands of those diligent Black teachers had indeed prepared me well and better than most, it appeared! I had some immediate and interesting interactions with faculty. There was a social science teacher, for example, who I learned had been the director of personnel for the district. It was chronicled that he vowed as long as he remained the director of personnel, a person of color would never work in the district. At some point he was returned to the classroom teaching social science at the school where I had just been hired. We did not become close!

Another one, also a social science teacher, started questioning me one day at lunchtime about mathematics. It was interesting because he knew no mathematics, but he figured he must know more than this Black person, who was a mathematics teacher. That conversation didn't end well for him. Because I believe one is always better off trying to make friends than enemies, we ended up being close.

But it was clear from the onset, that integrating the faculty was not everyone's priority. I think who you are as a person has a lot to do with how you move through the system, (and life for that matter), so I accept people for who they are until they show me something different. I

consider that, as educators, we are on equal footing in terms of having completed college to become teachers. The difference between us then becomes how we choose to approach the profession of teaching. I chose what was in the best interest of the students. If one's philosophy was about the students, then we worked well together. If it was to the contrary, and many times it was, then we did not work well together. Candidly, many times, my Blackness was an issue – for them, not for me. My eyes were always on the prize – the welfare of the students.

After a few years I was asked if I would run a Title I secondary education program. I did that for two years and then the district brought in a director. I had the opportunity to apply for a Science Foundation grant for my Master's in Mathematics at Stanford and was accepted. That took four summers to complete and concurrently, during the school year, I took classes at Cal State for my administration certification. The result was that I earned my Masters in Mathematics and my Administrative Credential at about the same time. I was excited about the future. By this time, my son had been born, we were able to purchase a home, and become active in our community.

I applied for an Assistant Principalship at San Mateo High School where I had been teaching, which I did not get. A position opened as Interim Director of Human Relations, but I wanted school site administration rather than at the district office, so I didn't apply. Paul came to see me: "Mr. Johnson, I see that you did not apply for the Director of Human Relations position", I said no. I want an assistant principalship. Paul said, well, "I told the Superintendent that's probably what you would say and I'm here to tell you that he said if you want an administrative position at a school in this district you need to apply for this position". I knew Paul had my best interests at heart, so I applied and was selected.

The point I want to make here is that in my contract negotiation, I said I would serve in the position for a year at which time I would expect appointment to an Assistant Principalship. I believe strongly that one negotiates up front – not after the fact. It is too late to negotiate once you are in the new position. Don't leave one position for another without first negotiating.

The Assistant Principal position I had hoped for became available at Capuchino High School, in San Bruno. The San Bruno community is diverse, which I embraced; however, the school had never had a Black administrator. I came to learn that not everyone was as excited as I was with my addition to the school community!

My first year was trial by fire. A young female student was kidnapped after a school play and murdered. Her body was found behind a church very close to the school. Because I was Assistant Principal of Student Services, my role during this tragedy was trying to balance comforting students while working closely with the police to apprehend the killer. I was out in the community a lot during this time as a representative of the school trying to explain disruption which was occurring at the school around the death of the young woman.

I had met a teacher in the Science Department when I first arrived who was stand offish. After watching how I handled this incident, he came to my office and asked if he could sit down. I responded, "of course; you are always welcome", and he said to me, "when you came here, I didn't think a Black belonged on this campus and certainly not in a position of authority. I was wrong. If there is anything you need, you let me know." In that moment, I felt confident that I was where I needed to be in my career.

Five years later he died, and his wife and daughter asked if I would speak at his service. That experience taught me that if one does

what one is committed to, and does it well, the outcome can change people's minds and hearts. My ethos, which this teacher had come to grasp, has always been that I am going to do what is in the best interest of students. The adults are taken care of by the system, but I was determined that the school culture would always be what was in the best interest of students. The students are the people that need to be educated. They are the next group of educators, and our responsibility as educators is solely to them.

For the next five years, I continued in the role of Assistant Principal at Capuchino High School, concurrently teaching Math at Chabot College in the evenings. Over time, I developed a particularly good relationship with my assistant principal partner who had been at the school longer than I. When the principalship of Capuchino opened, both of us applied. I got the nod. He stayed with me, continuing as Assistant Principal. Interestingly, I later discerned that I was not expected to do well there as the principal. As my story continues to unfold in this reverie, I proved them wrong!

As a first time principal in 1980, I was once again immersed in trial by fire when the Board decided that, for fiscal reasons, it would close the other San Bruno high school, Crestmoor and integrate the Crestmoor faculty and students into Capuchino. It became my responsibility to shepherd that merger, which included making room for the Crestmoor principal, something that had somehow gone overlooked in the transition. She and I were good friends, so we made the first-year work, as two principals trying to merge two schools. But it became clear early on this would need to be a temporary arrangement if there was any chance for the Crestmoor faculty to ever feel an allegiance to Capuchino.

There I was, a first time principal thrust into the middle of a community furious about the school closure (to this day there are those who are still

angry with the District for closing Crestmoor) and a polarization in the faculty creating an atmosphere of two schools. The students were not happy campers either. Looking back, it was one of the biggest challenges I faced as an administrator, but one that prepared me well for moving up the professional ladder.

It took four years to move the student body through transition and to move some of those teachers out! I brought the staff together around one mission: doing what was in the best interest of students succeeding and identifying those teachers who wanted to be part of that effort.

As the years passed, we made great strides at Capuchino being honored with a Carnegie grant, one of only a few hundred schools across the nation and, in collaboration with Stanford University, we were the originator of Stanford's Study of Family Structure Team which ultimately involved Capuchino as one of Stanford's research schools. Jackie Speier, at that time State Assemblywoman, appointed me to her Advisory Committee on Education and Houghton-Mifflin Publishing Company selected me as one of eight educators in the United States to participate in dialogue on Integrated Mathematics.

I also enjoyed having my children with me at school events. Their childhood included accompanying me to band competitions, school plays, and just being with me on a weekend at the school doing their homework while I tried to catch up. They saw up close and personal how much their mother and I treasured the opportunity to make a difference in the life of a child through education. I see that reflected in how they are raising their own children.

I was Principal at Capuchino for nine years. It wasn't easy. Importantly for students, we got the job done. But I remember one very unsettling experience that once again

contributed to my professional development. I was standing before the faculty at a meeting discussing a drop in test scores that had taken us completely by surprise. I was distressed and on edge having to deliver this message. I noticed one teacher sleeping so I asked him in a sarcastic tone if the presentation was too boring for him. Minutes later, he slid out of his chair onto the floor, dead from a blood clot. He wasn't sleeping; he was dying.

Another lesson learned: words matter – be careful passing judgment when you don't know all the circumstances. Hold your emotions in check to be a good listener. In your careers you will have circumstances that trigger reactions such as mine that day. Hold your emotions in check. Know the circumstances before you react. Once you speak, you can't take it back and, regrettably, it will be remembered. Those who know and respect you understand you wouldn't intentionally say something to hurt another, but those folks who are looking for something to grab on to against you, have those comments you can't take back.

I had begun my doctoral work at UC Berkeley. Never completing the program is one of my regrets. Perhaps there is still time LOL I was ready to advance to district level administration to lead the changes that I felt were needed to level the academic playing field for ALL students. In 1989, I moved to the District office as Director of Human Resources, a position which I held until 1996. It gave me a wealth of knowledge and experience to prepare me for becoming Superintendent. In 1996, with a new Superintendent at the helm, I was appointed Associate Superintendent of Human Resources and Administration which encompassed a number of other district operations as well.

Again, the experience and knowledge in this high-level assignment prepared me well when the Board of Trustees appointed me the District's eleventh Superintendent, a position I

held until my retirement as Superintendent Emeritus in 2007. Noteworthy is that, out of 1,050 public school superintendents in California, I was one of only thirteen who were African American.

With all the experience I was blessed to acquire since the day Paul offered me a job teaching, I knew what needed to be done to change the bar for student success and I knew the talented individuals we had to have on the team to accomplish it. The Board supported my recommendations for cabinet level positions – all individuals for whom I had great respect and trust. You cannot be a successful leader without gathering the best and brightest around you for their input and support.

The District serves six high schools in five ethnically and socioeconomically diverse cities, a continuation high school and an adult school. First and foremost, we needed to move to the A-G requirement so that all students upon graduating high school would have the opportunity to attend a California University or College if they chose to do so. Previously, some students would graduate high school without having met the necessary requirements to apply and be eligible for admission to a higher educational institution. This was unconscionable to me.

Second, in order to do that successfully, we needed to convince the community and teachers that we needed a seven-period day, and third, we needed to change the start and end time of the school year. Let me tell you, that any one of those is a problem and to tackle all three in one year is insanity. I told my colleagues, either this is going to be our future or our demise. I became Superintendent in January and I was proposing these changes be in effect the following August with the opening of the new school year.

I was out in the community four nights a week meeting with parents and anyone who would

listen about the “why” for these changes. My team and I continued to meet with staff, convene study sessions and present at board meetings. We worked with Russlyn Ali-- who became one of Obama’s educational people-- she came and talked to the board about the A-G requirements and the importance it had on students’ education.

Yet, teacher after teacher would get up in these meetings and say that we were asking kids to do things they couldn’t do. They were primarily older teachers, basically saying that “these kids” cannot do it. I looked around the room at one board meeting and didn’t see any reporters, so I spoke candidly to the teachers: “what I am hearing is that you’re saying young people of color can’t do this-- and I’m going to prove that they can, otherwise I wouldn’t be sitting here advocating for these systemic changes”.

Someone went to the media and said that the Superintendent called teachers racist. It’s not what I said- but it is what I meant, to be quite honest. I was disappointed, disillusioned, and infuriated at the same time with their attitude of can’t do. There is no way a teacher can have that attitude and not transfer it onto the students who they should instead be inspiring to achieve.

Advocating for systemic change requires having a team who is willing to work with you toward the betterment of the system. Clearly, there were teachers who might have been great at one point in their careers, but at this juncture, were not living up to their best angels. I worked with our negotiator and we did a mathematical comparison to see if we offered a retirement incentive and hired new teachers at a certain level how long would it take for the lines to cross and how long for it to be cost neutral.

We were able to offer a 5-year retirement package, full medical for employee plus one,

and the result was 56 teachers leaving. This opened the door for us to hire young, invigorated teachers with a different perspective. We had developed a formula for success while at the same time giving teachers a way out who did not want to change or be part of change. For those teachers who remained, we spent \$500,000 providing training to help them adjust to what we were asking them to do.

The work we did concurrently in the community and with parents was equally critical to implementing the changes. Our message was clear: if you want your children to be competitive, the new seven period day schedule allowed for them to take courses that would indeed make their transcripts more competitive. We told families who were living in a certain community that wanted their children to be competitive, that their children would be more competitive when their transcripts were looked at because now there was more time in their class schedules to take more courses.

Keeping in mind that this was occurring in my first year as Superintendent, I was hit with the very disturbing news that a contentious bond measure that had barely passed prior to my being appointed was actually not going to provide what was promised to the voters. This was due to unforeseen circumstances with old deteriorating schools, unanticipated when the constructions costs were advertised to the community. In short, we needed \$300 million more than we had!! This may have been when I first noticed grey creeping into my hair.

So, there I was, trying to convince a community to support systemic change and then having to ask them to support a new, \$298,000 bond measure to complete the modernization and new construction of all the schools, just a few years after they had approved another bond measure they thought would do the job! Along with my team and some highly dedicated volunteers, we were out in the community non-

stop making the case for educational and facility transformation.

We did it! We passed the bond in a resounding victory at the polls – 72% when we only needed 67%. Pursuit of the Academic Core for ALL students, the implementation of the seven-period day, and the change in the schoolyear calendar created an educational environment that presented students with academic opportunities not previously available to them. During my superintendency, students were performing better than at any other time in the District's history.

But change often comes with a price and ultimately that price was my head so to speak. Politics seeped into the Board; teachers became more demanding about pay increases and some continued to resist the changes. I went into education with my eyes wide open. I chose the profession, not because I would become rich monetarily, but enriched by helping youth, one student at a time, to “make it”, just as my teachers had done with me. Sad to say, not all educators were on that same page. It was a constant struggle to get many of them to stay true to the tenants of their chosen profession – including some administrators. I believe passionately that, once the classroom door closes, it is the teacher who is going to make the difference in the lives of the children in that room. The board and administration need to provide support through training to give teachers tools to do the right thing, then hold them accountable.

My philosophy as an administrator was to recruit, retain, accountability and try to pay staff what they are worth. Inadequate compensation for teachers is a societal issue and a long standing one; however, teachers go into the profession by choice, eyes wide open to the compensation factor. The incessant complaining is at students' expense and I would not tolerate it. When collaboration, being a good listener, trying to be a good mentor were not fruitful, I used my authority to call it

out. Not popular I assure you and my Blackness as an authority figure didn't help.

I had a five-year contract. With one year remaining, I saw the writing on the wall when the teachers' union brought forward a vote of no confidence for me and my administrative team. Further, I felt it was personal – not based on professional shortcomings. Rather than thrust the board and myself and team into an open showdown and detract from the priority of putting students first, I announced my retirement.

I left with pride and gratitude for the opportunity to effect change in principles I believed so passionately about. I said what I needed to say to those who were obstructionists and moved forward. At my retirement dinner, I was recognized by elected officials from the national, state, county and local levels for a forty-year career in education that was devoted and dedicated to positive outcomes for children to prepare them for success in life after high school.

My career was also recognized for its positive impact on education that reached far beyond the high school district with appointed service on numerous State-wide education panels and committees including for the Association of California School Administrators (ACSA) and a Task Force on Minority Issues. I also had been invited by the Western Association for School Credentialing to chair more than twenty accreditation visits including to schools abroad. I continue to do the accreditation work.

Fast forward five years later, in 2012, and one board member who had not supported me called to say, “It is time the Board does the right thing by you. I want you to know that I have asked the Board to name a building in your honor”. I am glad I was sitting down when I got that call. In 2013, the newly remodeled theater complex at Capuchino High School – a stunning complex the result of the bond we

passed - was named the Samuel Johnson Jr. Performing Arts Center in an official ceremony attended by an auditorium full of familiar faces from my years in the District and with my family there to celebrate with me. In addition, the board conferred on me the title of Superintendent Emeritus, not previously bestowed on any retiring superintendent in the District.

Since retiring, I rarely look back other than to admire the gorgeous new campuses resulting from the bond measure we passed and to maintain lifelong friendships with colleagues and students now grown up who had embraced the work we did. Life is good!

Tasheda Navarro



Tasheda Navarro is the Vice President of Clinical Operations at the biotech company called Vincerx Pharma, where they develop cancer drugs that target cancer cells directly, creating safer and more tolerable drugs than other chemotherapy options. Tasheda oversees the department that manages human clinical trials that are conducted in clinics and hospitals such as Kaiser, Stanford, MD Anderson, and Emory. Tasheda's department asks doctors at those institutions to recruit

patients to receive a new drug for the treatment of their cancer, and then collect the medical data that is generated in the study. The data is analyzed by their clinical scientists to see if the drug might improve the treatment of cancer. If the data looks positive, they would then seek approval from the FDA to further develop that particular drug for use with other cancer patients. Tasheda has been directly involved with the development of three cancer drugs that are currently approved to treat breast cancer and some blood cancers. Tasheda is an advocate for clinical trials because these studies could lead to new drugs that may bring better outcomes and experiences for patients than drugs already in use. Tasheda's personal goal is to have more minorities in these clinical trials, and to improve upon and erase the stigma of clinical trials in the minds of some minorities. There is a negative history with studies done in the past, and she very much hopes to have the chance to educate people on how the guidelines for studies have changed and the benefits of being in a study. The more people participating in these studies, from various racial and ethnic backgrounds, would help combat the high prevalence of cancer in our community and potentially increase the success rate of treatment. There are many issues regarding inequity in healthcare in the black community – and Tasheda's desire is to make a difference by providing guidance and resources that educate our communities of color on how we can achieve better healthcare, and better treatment outcomes by opening up and being part of a clinical study. This definitely was a different path than what she thought she would be doing, however the Lord had His own idea on how she would use her talents and blessings-making a difference in the community and embracing every aspect of the work.

YOU'RE IN LUCK!



We're happy to announce a new feature that's available to the St. James Family. We have a YouVersion Bible application! In addition to linking your own account, please share the STJ Bible app with your friends, family and coworkers. If you're already a user on the cell phone Bible application, linking to our page is easy. If you're not a user yet, you'll definitely want to download the app and begin using it. We will be doing reading plans together on various topics, and continuing to grow individually and as a church family.

Here is the QR CODE:



All you have to do is: (1) click on the link above, (2) hit the "set church" button, (3) click on "everyone" and (4) confirm. Nothing on your end changes, your account simply links your app to the church YouVersion so you'll be able to connect with the church online throughout the week. Please take a moment and get connected! Thanks in advance for joining the STJ YouVersion family.

March COLON CANCER AWARENESS MONTH



✓Preventable ✓Treatable ✓Beatable

March is National Colorectal Cancer Awareness Month! During this important month The Colorectal Cancer Alliance urges everyone to visit [getscreened.org](https://www.getscreened.org) to learn more about colorectal cancer symptoms, risk factors, screening options. You can also help the Alliance raise awareness of this disease by visiting [ccalliance.org/march](https://www.ccalliance.org/march).

An estimated 153,020 people in the U.S. will be diagnosed with colorectal cancer and 52,550 will die from it this year, according to the American Cancer Society. Colorectal cancer is a term that includes colon cancer and rectal cancer. Colorectal cancer is the second deadliest and fourth most common form of cancer in the U.S. Most colorectal cancers develop in people above age 50, but more than one in 10 diagnoses are in younger people. In fact, cases of young-onset colorectal cancer are rising.

But there is some good news! Colorectal cancer is one of the most preventable cancers and is highly treatable when detected early. Most people should begin getting screened for colorectal cancer at age 45, according to national guidelines. People at higher risk, including those with symptoms, a family history of colorectal cancer, and certain inherited genetic syndromes like Lynch Syndrome may need to get checked earlier. Everyone should speak with their healthcare provider about when and how to get checked.

The Alliance also provides a free screening recommendation based on your individual risk factors at [quiz.getscreened.org](https://www.quiz.getscreened.org).

To help prevent colorectal cancer or catch it early, when it's most treatable, the Alliance recommends the following tips:

- **Know the risk factors and practice prevention:** More than half of colorectal cancers in the U.S. are associated with lifestyle risk factors that can be changed. So, exercise regularly, maintain a healthy weight, don't smoke, drink alcohol in moderation, and eat a diet rich in fruits, vegetables, whole-grain fiber, and calcium. Family history of colorectal cancer, certain inherited genetic syndromes, chronic inflammatory bowel diseases, and type 2 diabetes are also risk factors.
- **Watch for symptoms and take action:** Colorectal cancer can develop silently, so there may be no symptoms until it has advanced to later, and more deadly, stages. That's why it's critical to get screened for this disease. Symptoms to look for include a change in bowel habits, rectal bleeding, abdominal discomfort, weakness and/or fatigue, and unexplained weight loss. If you experience these symptoms, speak with a healthcare provider immediately.
- **Get screened:** Screening can prevent colorectal cancer through the detection and removal of precancerous growths called polyps. Screening can also detect cancer at an early stage, when treatment is usually more successful. People at average risk should start screening at age 45, and those at higher risk may need to get checked earlier. The Alliance offers a free screening recommendation based on personal risk at quiz.getscreened.org.
- **Spread awareness:** To help spread education and awareness, the Alliance encourages everyone to share about #ColorectalCancerAwarenessMonth on social media.

This month, let's join together and spread awareness about colorectal cancer and encourage our loved ones to get screened. By doing so, we can help prevent this disease and save lives. Remember, colorectal cancer is highly preventable, and the Alliance is determined to end this disease within our lifetime.

EAT SEASONALLY

MARCH

EAT SEASONAL

WITH AHEALTHYLIFEFORME.COM



- ARTICHOKE
- ASPARAGUS
- AVOCADOS
- BROCCOLI
- BRUSSELS SPROUTS
- CAULIFLOWER
- CHICORY
- LETTUCE GREENS
- KIWI
- LEEKS
- LEMON
- LIME
- MUSHROOMS
- ORANGES
- PARSNIPS
- PEAS
- RADISHES



HEALTHY LIFE
FOR ME

MARCH MADNESS



Article adapted from: www.amoderndayfairytale.net

Basketball, basketball...everywhere you look, it's all about the basketball! That's right, March Madness is upon us! Now, I'm not a huge sports fan myself- but my son enjoys basketball, so I thought this would be a great time to remind him what good sportsmanship is all about! I sought out to find what the Bible says about sportsmanship. I have found that kids (and adults too!) learn much better when coming at them from something they enjoy, so using basketball to teach Bible lessons can be a great tool during the "March Madness" madness!

What does the Bible say about being a good sport? Let's take a look:

On Practicing & Being Fit.

We all know that practicing is of utmost importance if you want to improve any skill-sports or otherwise. The Bible agrees and reminds us that the work may be hard, but with that work comes great rewards. We are also encouraged to take care of our bodies.

Hebrews 12:11-13

No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it. Therefore, strengthen your feeble arms and weak knees.

1 Corinthians 6:19-20

Do you not know that your body is a temple of

the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.

On Never Giving Up.

Even with all the practice in the world, sometimes we lose...sometimes we lose often. Sports are tough, especially when there are obstacles in our way. The Bible talks often about persevering. We are taught to keep faith, to keep moving forward and that with God we can accomplish anything.

Philippians 4:13

I can do all things through him who strengthens me.

Colossians 3:23

Whatever you do, work heartily, as for the Lord and not for men

2 Timothy 4:7

I have fought the good fight, I have finished the race, I have kept the faith.

On Playing By The Rules.

Throughout the Bible, we are called upon to do the right thing. We are told not to lie, not to steal...to act in a way that is pleasing to God. Naturally, this goes for sports as well. God wants us to do right in all things, and that means playing by the rules.

2 Timothy 2:5

An athlete is not crowned unless he competes according to the rules.

1 Peter 1:15

But as he who called you is holy, you also be holy in all your conduct

James 4:17

So whoever knows the right thing to do and fails to do it, for him it is sin.

Proverbs 10:9

Whoever walks in integrity walks securely, but he who makes his ways crooked will be found

out.

On Being Humble.

In my search on what the Bible said about good sportsmanship, the topic I found to be the most talked about was being humble. Time and time again the Bible urges us not to seek glory for ourselves, but to give all the Glory to God. We are told not to be conceited and think too highly of ourselves. We are told not to take joy in the falls of others. When it comes to sports, this means not being a sore loser, but rather being gracious in our wins...and our losses.

Philippians 2:3

Do nothing from rivalry or conceit, but in humility count others more significant than yourselves.

Proverbs 24:17-18

Do not rejoice when your enemy falls, and let not your heart be glad when he stumbles, lest the Lord see it and be displeased, and turn away his anger from him.

Proverbs 25:27

It is not good to eat much honey, nor is it glorious to seek one's own glory.

Proverbs 27:2

Let another praise you, and not your own mouth; a stranger, and not your own lips.

Proverbs 11:2

When pride comes, then comes disgrace, but with the humble is wisdom.

As you can see, the Bible has a lot to say about being a good sport. Playing by the rules, being humble, lifting others up...all are very important to God. And by being a good sport, we can all be a player for God's team!



St. Patrick's Day

Word Search



T A C O M I S C H I E F
R O L L I S C H A F U L
E C O E W G C O I A L E
A U V E P N O M I U W G
S M E K I R E L A N D E
U A R P O A E U D R S N
R G A R M I N C O I C D
E I M R O N E K H E O H
E C A O C B A E U A N O
S H A M R O C K A M U I
C O M R O W A G R E E N

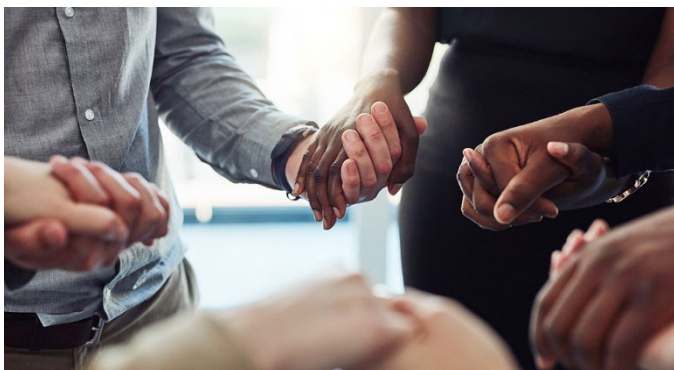
LEPRECHAUN
LUCK
GREEN
GOLD

RAINBOW
IRELAND
SHAMROCK
CLOVER

COINS
TREASURE
CHARM
PINCH

MAGIC
MISCHIEF
LEGEND

WORSHIP WITH US



Sunday Service

On site at 11:00
following COVID-19 protocols

Facebook Live

www.facebook.com/stjamesanmateo

Instagram Live

@stjamesamezchurch

Phone Audio

Call-In Number **1-669-900-9128**
or via Zoom
Meeting ID: 871 8884 0303
Passcode: 670043

Wednesday Night Bible Study

7:00p.m.-8:00 p.m.

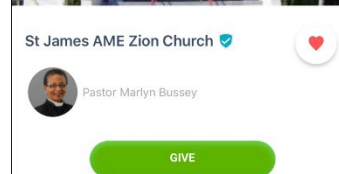
Call-In Number **1-669-900-9128**
or via Zoom
Meeting ID: 871 8884 0303
Passcode: 670043

A REMINDER FOR THOSE ATTENDING IN PERSON WORSHIP:

Please, please, please refrain from watching the sermon on your phone, iPad or other electronic device while worshipping in the sanctuary. There is a limited amount of bandwidth for streaming the service. Every device that is in operation in the sanctuary draws on that bandwidth and slows down the internet connection and the streaming capacity. Please help the tech team provide the best

possible delivery of the worship service to everyone by enjoying the worship experience live. Thank you so much for your cooperation and assistance.


TITHES AND OFFERINGS



Tithes & offerings can also be mailed to the church

Text Give to:
650-800-6925



 **Cash App**
\$stjamesanmateo

PIC•COLLAGE

WE WANT TO HEAR FROM YOU

- If you would like to accept Jesus Christ as your Lord and Savior
- If you have a prayer request
- If you would like to join St James AME Zion Church as a physical or e-member:
Please contact us directly at:
stjamesamezchurch@gmail.com

STAY CONNECTED

Website:

www.stjamesanmateo.org

Facebook:

www.facebook.com/stjamesanmateo

Instagram:

www.instagram.com/stjamesamezchurch/

Twitter:

www.twitter.com/stjamesamez

MARCH PRAYER LIST



St. James AME Zion Church family, Pastor Marlyn Bussey and family, Board of Bishops, Bishop Brian Thompson, Sr. and family, The AME Zion, Stephanie Page and family, Marie Davis and family, Sis. Jean Wilson and family, Sis. Evelyn Neely, Joe and Diane, Michael and Ann Wasson, sis. Pearl Rochon, Sis. Charlotte McAfee, Kyle Parker, Jr., Sis. Linda Clayton, the Lax family, Maria Ho, Sebastian Fisher, Jazz Svarda. Those grieving losses, the people of Ukraine, the homeless and hurting; those fighting sickness, safety for houses of faith, educators, students, the unemployed; students and educators, victims of gun violence, essential workers, those traveling; the incarcerated; the lonely, those feeling as though they have no hope, all those who are blessed by the Care Portal Ministry, the children nourished by the Breakfast Tree Ministry. Congress, President Biden and his administration. Pray for those enduring extreme weather conditions. Finally, let us pray for all those we interceded for on Sunday morning and throughout the week.