

Berkeley Federation of Teachers Questionnaire

Name: Judy Appel	Office sought: Trustee, BUSD Board of Education
Occupation: Organizational Development/ Senior Program Officer. Formerly Executive Director	Employ: None. Currently working as a consultant.
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Campaign ID Number: not yet issued	Political Party: Democrat

Background

- Which public offices have you held?

Trustee, BUSD Board of Education, 2012-2020

SF Board of Supervisors Sunshine Ordinance Task Force, 1999-2000

- Briefly describe your educational background.

I earned my B.A. in Environmental Studies from the University of California, at Santa Cruz in 1987. In 1995, I earned a Juris Doctor from the University of California, Hastings College of Law and a Master's in City and Regional Planning from the University of California, at Berkeley. I have attended public schools throughout my educational career, from Kindergarten through graduate studies.

I received degrees from the following institutions:

- Master's in city planning, University of California, Berkeley, Department of City and Regional Planning
- Juris Doctor, University of California, Hastings College of the Law Bachelor of Arts
- University of California, Santa Cruz, Environmental Studies
- High School Diploma, Taylor Allderdice High School, Pittsburgh, PA

- Please describe your previous experience with and contributions towards educational issues.

I am currently serving my second term as an elected member of the Berkeley Unified School District Board of Education. In this role I have been a strong and consistent advocate for quality education for all of our students, with a particular focus on equity within BUSD to assure we address the needs of our students of color, students with disabilities, and English Language Learning students. Some of my efforts include:

- Currently serving my second term as Board President (2015 and 2020).
- Board liaison to the BSEP P&O Committee.
- Liaison to the BFT run Common Core Curriculum Workgroup.
- Organized a photographic exhibit at the Presidio on the Internment of people of Japanese descent, including educational programming, that ran from in 2018-2019.
- Board lead on CCSS curriculum evaluation and adoption, specifically in the area of Math.
- Board participant in the African American Achievement Workgroup.
- Board liaison on the Superintendent's Budget Advisory Committee.
- Member on the Board Policy Subcommittee for five years, and acted as Chair for two of those years.
- Initiated the Trustee Office Hours system in which each Trustee holds monthly office hours, greatly increasing access to School Board members.
- Board representative to the ad hoc Budget Models committee to help develop the terms for the 2016 BSEP measure.
- Assisted Student Services in organizing the Restorative Practices Advisory Committee, which I had worked on in my professional life.
- Worked with BUSD and other California school districts to introduce and implement the Welcoming Schools Curriculum and led efforts in BUSD to pass a model transgender inclusive policy for BUSD.
- Sat on the 2020 Vision Leadership Team in 2015.
- Served as Executive Director at both Our Family Coalition (for/with LGBTQ-headed families) and the CA School-Based Health Alliance.
- Sat on PTA, SGC and SBAC as a parent prior to serving on the Board of Education.
- My four years living in Central America left my fluent in Spanish and with an understanding of Central American culture which has served me on the School Board.

My experience over the past 16 months as I recover from a serious accident has been both rich and humbling. Among other things, I have a greater understanding of the struggles of living with a disability that I found has served me during discussions on the Board.

- Briefly describe your work background. (Please see my attached resume.)

I bring a strong set of skills and expertise from my varied work experience as a Special Programs Director, Program Officer, Executive Director, attorney and community organizer, including: administrative and management skills, funding, development public speaking experience and excellent problem-solving abilities. For over 30 years I have worked on political, economic justice issues, education, public health, civil and human rights, drug policy reform and lesbian, gay, bisexual, transgender (LGBT) rights issues.

My greatest strength is my effectiveness in bringing together diverse coalitions to find areas of common interest that lead to effective solutions to the complex problems facing our communities today. In each of these following positions I have built my leadership, management and administrative skills. I am empathetic and work to be a good listener.

After I was hit by a car in January 2019, I was unable to work for nearly a year. I then worked as an Independent Contractor with two groups: The Bay Area Community Services and One Fair Wage. These projects were cut short by the current COVID-19 stay at home orders.

I ran for CA State Assembly in 2018. At that time, I had to leave my position with the California School-Based Health Alliance and began working as a Special Programs Director and Senior Program Officer at the Jonathan Logan Family Foundation, where I managed a portfolio of grantees and staged the “Then They Came for Me” photography exhibit at the Presidio about Japanese internment in the U.S. during WWII .

I was the Executive Director for the California School-Based Health Alliance, helping to bring medical and mental health care to students throughout CA, and particularly in areas with a dearth of healthcare access.

As Executive Director of Our Family Coalition for nearly a dozen years, I was a leader in the growing movement demanding institutional change in elementary schools and in social service and health agencies, making them more welcoming and responsive to all families’ needs. My work at Our Family Coalition (OFC) provided a unique opportunity to work on educational issues, focusing on policy and curricula surrounding full inclusion of LGBTQ people in our schools, with a particular emphasis on family diversity that embraces all kinds of families (adopted, with single parents, divorced, foster, LGBT, kinship care, etc.) and gender stereotypes.

- OFC staff and I worked in nine different school districts throughout the area, supporting families, teachers and administrators in addressing issues of inclusion, anti-bullying and curricular development.
- I was instrumental in working with the BUSD to secure the adoption of the Welcoming Schools curriculum that addresses all forms of family diversity, gender roles and stereotyping and school climate. Our school liaisons continue to work within each school site to update and support LGBT welcoming and inclusive lessons and environment.
- I was an active member of the Fix School Discipline Policy Group, a statewide coalition of 30 organizations working to create positive school climates, reduce out of class discipline and end the school to prison pipeline. I am the co-chair of the Real

Supports Subcommittee of that group, where we focus on bringing resources to PBIS and other preventative supports.

- As chair of San Francisco LGBT Early Childhood Education Initiative, I developed and implemented ECE trainings for early childhood educators on issues of inclusion.

I served as an active participant in a statewide policy group focused on positive discipline strategies and building positive school supports. I have also been a core participant of a coalition of groups advocating with the Instructional Quality Commission for the inclusion of LGBT people and history in compliance with the FAIR Ed Act in the new History-Social Science curriculum.

In my previous position at the Drug Policy Alliance I spearheaded a number of litigation and advocacy projects reaching across a range of interest groups, focusing on easing the burden of the war on drugs for children and parents in our communities.

As the Director of the Civil Rights Legal Department of the Coalition on Homelessness, San Francisco, I developed and led grassroots based legal and advocacy programs to defend against the criminalization of homelessness.

Prior to returning to the U.S. to attend law school concurrently with a master's program in city planning, I coordinated a research program in Nicaragua looking at the environmental, health and economic impact of pesticide use.

- Are you a union member? To which unions have you belonged?

I am not now, nor have had the opportunity to join a union.

- Please describe your work with union members in previous positions.

As a Board member, I have worked with BFT, BCCE, UBA and Local 21.

- To what fraternal, professional, civic, or social organizations do you belong?

Professional accreditation:

California Bar Association (Bar # 179121), 1995-present (inactive member since 2017)

Organizations and Board Membership:

BUSD Facilities Committee, School Board Representative

American Civil Liberties Union

Congregation Beth El

Berkeley 2020 School Funding Measures Steering Committee

Candidate for California State Assembly, AD15 (2018)

California Safe Schools Coalition

National Safe Schools Roundtable

National Advisory board for the National Education Association
 BUSD Restorative Practices Advisory Committee
 BUSD, Audit Committee
 Berkeley Sanctuary City Task Force
 Various School Measure Campaign Committee, most recently the Berkeley 2020 School
 Funding Measures E,G, &H
 Fix Schools Discipline Policy Group
 California LGBT Health & Social Service Network, Steering Committee National
 Welcoming Schools Advisory Committee
 California Safe Schools Coalition, Steering Committee
 Oxford Elementary School Site Governance Committee
 San Francisco Family Support Network, Steering Committee
 Equality for All, No on Proposition 8 Campaign Committee,
 President, Parent Teachers Association, Oxford Elementary School
 President, Oxford Elementary School PTA
 Ella Baker Center for Human Rights, Board of Directors
 LGBT Early Childhood Education Initiative, Steering Committee
 Oakland Civil Liberties Alliance, Board Member
 Coalition on Homelessness, Board of Directors
 SF Board of Supervisors Sunshine Ordinance Task Force
 ABA Commission on Poverty and Homelessness
 Community Housing Partnership, Board Directors
 Media Alliance, Board of Directors

Awards:

LeaderSpring Executive Director Fellowship, 2008-2010
 National Public Interest Law Fellowship (Equal Justice Works) 1995-1997

- From what other groups are you seeking, or have you received endorsements?

I have not yet sought endorsements due to the current stay at home order. I have previously had many individual, group and union endorsements, including BFT, when running twice for School Board and State Assembly.

- Will you seek higher office?

I do not at this time plan to run again for higher office, but it is possible

- How much money does your campaign expect to raise?

\$ 25,000

- How will you win?

I plan to run on my record serving on the Board of Education. I believe that I have shown myself to be a strong advocate representing the students of Berkeley first and foremost, with a keen eye for equity, sound financial decisions, curriculum and for creating a positive learning community for all students. I also believe I am a strong collaborative worker, and truly value the knowledge, experience and perspectives of member of all four BUSD unions. I have worked closely with BFT members many, many times, as well as with the administration and the parent community, on a multitude of strategies and I believe that we are seeing real changes in this district as a result.

I have already won this election twice, and between my two terms on the School Board and my campaign for CA State Assembly, I feel I am fairly well known and trusted throughout Berkeley and will tap into that to win my third opportunity to represent them as one of their Trustees..

- Please attach a complete endorser list.

Vice-President Ty Alper and Directors Leyva-Cutler, Sinai and Brown have all endorsed Me. I do not yet have a full endorsement list for this campaign, although I have previously been supported by a wide range of individuals, organizations and group. (2016 list attached).

Teaching and Learning and Equity

1. Please review the [BFT Quality Education Agenda](#). What are a few sections that stand out to you? What sections do you think are particularly key in closing our equity gaps in BUSD? What is one or more section that you see yourself working on deeply in the next four years as a Board member?

I love this document. It hits on the key points of providing a quality educational experience for ALL students.

This document is concise, so it is hard to pick, but the sections that stand out the most to me are:

- Schools should be funded fairly, with resources going to where they are needed most.
- In order to achieve educational equity, schools must partner with families and community members.
- Public schools should meet the academic needs of all our students.
- All schools should educate the whole child.

As a School Board Trustee, I have worked on all of these. I feel like budgets are going to be an even more important to figure out in the post-COVID-19 era, since the Federal, State and local governments will all have less money. I really hope to combine my board experience with my familiarity with budgets to help us continue to move forward our priorities in the upcoming likely lean years.

I have done a lot of work on the importance of ensuring that we are educating the whole child and am interested in strengthening our connections with parents of color and low-income families. I think that the work of the family engagement office is moving us in the right direction, and I think we can learn from what has and has not been working, particularly during this time of distance learning.

2. What do you think are the most important supports for sites with high numbers of EL students? What are your priorities for our ELD and bilingual programs?

BUSD must develop a deep and thoughtful process for English Language Learners that recognizes the many languages that we have in Berkeley schools, that incorporates teaching staff, family engagement staff, administrators and other experts. We need to update our Master Plan for Spanish Learners.

Following are some components I believe should be in such a plan:

- Retain the support in every schools for ELD, recognizing that we have many ELL students not participating in the Spanish-English two-way immersion program.
- Create a working group to help develop the new Master Plan for ELLs (not only Spanish Speakers).

- Communicate both through written and spoken messages with Spanish speaking and if possible, with Arabic speaking parents.
 - Strengthen the DELAC.
 - Hire more educators who are bilingual and trained in dual emersion and make sure that our hiring and retention programs now supported by Measure E funds incorporates the specific needs of these teachers.
 - Hire a teacher leader who speaks Arabic and is trained to teach Arabic speaking students, and/or a Special Programs Director who can monitor the Dual Language Learning and ELL program and lead the Master Plan development and district efforts to implement it.
 - Build a transparent pathway for BUSD students to move from the Franklin Bilingual ECE to Sylvia Mendez.
 - Provide an understandable and achievable mechanism for students who move from Longfellow’s bilingual program to BHS to meet the Seal of Biliteracy.
3. What are your ideas around closing our equity gaps for African American students?

I am supportive of Supt. Stephens vision for supporting the success of African American students. I think developing commitment to realizing a plan together with the Supt., certificated and classified staff, Principals, Family Engagement counselors and other staff is needed so that BUSD can become a leader in closing the equity gap in our diverse school system. There are a few elements which have been recently presented which I agree will be most effective in really making movement toward African American student success:

- Expand access to basic needs and opportunities. For example increased family support, more funds for basic needs for families so kids can focus on studying, work with NGOs to assist families, subsidize music and private lessons and other enrichment activities.
- Make culturally relevant and affirmative curriculum and activities available in the classroom, enrichment and library.
- Intentionally recruit and retain teachers, principals and BCCE staff of color with an eye toward shared identity with students.
- Address implicit bias head on.
- Build partnerships between families, schools, and district. For example, capacity-building for African American caregivers, increased connections with community and possible (compensated) home visits.
- Work with our ECEs to ensure they are strong, fun and culturally reflective of the participants.
- Build in measures of accountability and evaluation that are not overly burdensome on the educators or the students.

4. What will you do as a Board Member to further the implementation of Multi-Tiered Systems of Support (MTSS) in BUSD? What resources do you think are needed for this to happen?

MTSS combines many resources to provide academic, behavioral, and social emotional support to all students - all best practices, including PBIS, RTI, restorative practices, and is a way that we can organize and track our interventions and their success. MTSS, like RTI2, has three tiers - Universal (70-80%), Supplemental (10-20%), Intensified Support (5-10%). MTSS takes into account the many strengths of the people interacting with the students, so we need to set up a system that sets guidelines and then builds on the strengths at each school.

In order for MTSS to really work, we must further develop our goals, standards and practices are, and the implement them across the board. This needs to be done considering what staff strengths and student needs are present in each school. Here are a few specific suggestions:

- BUSD should create an MTSS Team or Teams to establish goals, values, assessments, school-based teams (maybe the teacher leaders at teach site) and Focus on aligning the entire system of initiatives, supports, and resources.
- Reduce caseloads.
- Promote district participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically address and support all students, including not those who need more support to succeed and those who are gifted and high achievers.
- Establish what are called “DATs” or Data Assessment Teams. The literature suggests three kinds:
 - Universal DAT
 - Intervention DAT
 - Program DAT
- Establish a comprehensive assessment system not relying on standardized test results, and with selected and reduced numbers of assessments, but those chosen as a part of a thoughtful MTSS plan.
- Implement with a cultural consciousness, recognizing this can impact student learning.
- Provide supports to all teachers both through appropriate PD and district availability to respond to inquiries.

5. BUSD has the beginnings of a true Restorative Practices structure, especially at the secondary level. What do you think needs to be done next in order to provide alternatives to exclusionary discipline and interrupt the School-to-Prison-Pipeline in BUSD?

I am proud to say that I was a strong advocate for Restorative Practices at BUSD as an alternative to suspension and expulsion, which tend to disproportionately keep kids of color out of learning environments. I also think that teaching our students (and the adults around

them) the value of being asked to listen to each other, write letters of apology, work out solutions with the help of parents and educators, or engage in community service. All these practices fall under the umbrella of “restorative justice”—asking wrongdoers to make amends rather than resorting to punishment.

I have heard recently more discussion of how this practice is increasing at BHS and the Middle Schools.

To improve the RJ work in our district, we can:

- Learn how to effectively use Restorative Practices that are appropriate for elementary students so that we are training them to feel positive and comfortable with the process of explaining the harm and having the person who caused it take meaningful steps to show their commitment to
- Board of Education pass a policy regarding how to use RJ in different settings based on the recommendation of RJ experts (i.e. from SEEDS).

6. The BUSD LCAP is our roadmap for closing our opportunity gaps. How will you evaluate the effectiveness of our actions and services?

BUSD and our Parent Advisory Committee was just launching the process of developing a new LCAP, that was to be due in December. I think that the process will continue when school is back in session and the PAC will evaluate the success of our current LCAP and determine what we should include in our new LCAP.

The LCAP must include a description of:

1. The District’s annual goals, for all students and for each subgroup, for each of the stated priority areas and any additional local priorities areas; and
2. The specific actions and strategies the district will use to achieve those goals.

The BUSD’s Local Control and Accountability Plan (LCAP) has been consistently focused on three primary LCAP goal areas:

1. High quality classroom instruction
2. Culturally and Linguistically Responsive Systems
3. Safe and Welcoming Schools.

The process of evaluating the effectiveness of our current LCAP is looking at both qualitative (input from parents, teachers, caregivers, students and other key staff) and quantitative measures (attendance, assessments, reading and math levels, etc.). We should really determine which of these past evaluation mechanisms did NOT help us gauge LCAP success. This provides us with a lot of information that gives us a rounded understanding of the strategies funded by the LCAP. We need to add to this, in developing our new plan, either focus groups or surveys of teachers, students, classified staff, counselors, and principals to strengthen the qualitative data.

The BSEP and LCAP evaluations should be done and reviewed jointly to give an overall understanding of BUSD.

7. What would you change in BUSD to increase the recruitment and retention of teachers of color?

It is critical that we recruit and retain more teachers of color. We are fortunate to now have some resources from the recently successful Prop E to dedicate to the recruitment and retention of teachers of color. Some changes we can make are:

- Identify new outreach strategies so we are advertising where teachers of color seek employment.
- Increase our efforts to support classified staff of color who want to get their teaching certificate (build on the existing program).
- Advertise and hire early.
- Involved teachers of color in the recruitment process and provide compensation so that teachers of color can have a chance to talk with someone with a similar race and background before coming to work at BUSD.
- Support and maintain support groups for teachers and other staff of color.
- Set up a means for hearing and acting on complaints of what teachers of color communicate regarding if and how they feel excluded or othered.

8. What concrete steps do you think can be taken to more actively involve parents of color and low-income parents in district-level decision-making? What outreach, connections, and partnerships have you made in these communities?

Parent/caregiver engagement in their children's education is known to be a critical factor in academic success. Yet many parents experience severe barriers to access that can result from for a variety of factors, including include lack of language proficiency, little family support, limited personal resources, transportation or physical access limitations, health issues, and or a personal historic lack of access to education. And perhaps the greatest barrier to engagement for parents of color is the deep distrust for schools born of the historic institutional racism still present today.

We need to genuinely recruit and welcome caregivers of color to decision-making bodies. This in part means building the skills and knowledge of people already in bodies such as DELAC, PTAs, SGCs, PCAD and others. This will also mean active recruitment for POC in PTAs and SGCs at the school level. This may mean working with existing leadership on how and why we want to do this. I see White parents often taking over at the school level, often because it is the affluent White families who can raise more funds. I think that if we engage principals, teachers and classified staff on coming up with ideas on how to do this at their individual schools, they can help us focus on this goal. Maybe we can even make it a fun kind of contest.

We have invested significant funds over the past several years to building our Office of Family Engagement and Equity. The Family Engagement Coordinators at each site currently work with students who have high absenteeism. I would like to see an evaluation and assessment of the current system, so that we can more closely tie the efforts to connect school to home with the classroom experience, student connectedness and academic success.

9. What do you see as the role of serving families of children ages zero to five in closing our equity gaps? How familiar are you with our preschool program?

Early childhood education is important to help prepare our students from groups that have historically not performed as strongly so that they come into Kindergarten with the social and academic skills on par with those of White and many Asian cultured families. Capabilities develop through interactions with people and things that shape the brain to control children’s physical, social, emotional, and cognitive development. The impact of an effective ECE program can benefit a student for life.

ECE provides young children with access to reading, social activities, language development, how to work effectively in groups, creative activities and other kinds of activities that students who come from families with college- educated caregivers and other family members, and who are financially more secure. It is critical that our ECE’s recognize where children are at developmentally and not result in shaming them or having them perceive themselves as “bad at school”, and ECEs should be engaging and fun.

10. BUSD’s Special Education program has consistently over run its budget allocation. What ideas do you have to contain costs in this program?

Great question. One of the factors that I honestly think will save us money is to invest on the front end to avoid litigation. I believe implementing the steps suggested below (Q11) will cost more up front but will save in the long run. In the short run I support hiring an in-house council to focus on Special Ed cases.

11. BUSD has a Full Inclusion model of Special Education. Describe what model inclusive practices look like to you.

The values and intent in our Full Inclusion model, where students with special needs still attend the general education classes, often with assistance from an instructional aide. A consistent, ongoing analysis of it shows that there are some steps needed to make it work. I would say that at the top of the list of needs is investing in professional development, fiscal management and communication both between the Special Ed office and the schools, and with parents.

- More professional development of both instructional aides and general education teachers is needed and will help, along with clearer systems as defined herein, will

go a long way to serving students, building a more fortified staff and avoiding litigation.

- We at BUSD identify more students with special needs than most districts. I am not sure if this is actual “over-identification” of students, or is actually just more active and inclusive identification, and I think we need to find a way to determine that and criteria to use to do so.
- We should implement a stronger early intervention program and resources to avoid later special-education classification when possible.
- A spirit of trust and respect needs to be developed to allow parents to feel engaged in their child’s education, with a complaint process that works short of litigation. Also, maintain ongoing communication with families so that parties share critical moments, both positive and negative.
- A districtwide parent/community advisory committee should be developed. The purpose being to improve families/school relationships and enhance leadership from the principals and director of special education regarding parents’ concerns and complaints.
- Perform home visits at critical transition points; elementary to middle school, middle school to high school to establish personal contact; to provide helpful information and address parental questions.
- Develop parent support systems and parent education offerings that are responsive to family preferences. A family center should be created for services provided.
- Survey parents to assess their interest and needs, and the survey results should be used to establish a volunteer program and improve communication between home and school.

12. For the past 4 years BUSD has had to make budget cuts to maintain a balanced budget. What factors are important for you to consider when deciding what to cut from the budget?

I think that next year’s budget will be reduced due to the economic impacts of the slow-down resulting from COVID -19. We have cut a lot in the past years, leaving little left to cut without really feeling the impact. I would like to have clear input from CFT , BCCE, UBA, Local 21, the PTA and other groups either on the cuts each group recommends and what is most important for each group to keep. We should be clear with the groups about how their input will be used. My hope is that this input will be used by the administrations to recommend the cutbacks.

I will personally look at, and try to keep low, the impact of cuts on our teaching staff, our equity priorities, our school climate measures and our special education expenses.

Leadership and Priorities

13a. **Incumbents:** What are your accomplishments as a Board member? Explain one goal you have achieved. Citing at least one example, how effective have you been in effecting change in BUSD?

I have many achievements as a board member. Some of the ones that I am most proud of include:

- Working to help develop practices to try to end sexual harassment.
- I think that I am most proud of my strong leadership role in our Restorative Justice Advisory Committee and facilitating that group as it explores the district approach to RP.
- Being a vocal supporter of the BHS Professional Development department and its initiatives.
- Supporting our transition to a cohesive Common Core math curriculum K-12, including the end to early acceleration in math and investing in supporting teachers through coaching and release time at BHS.
- I suggested and helped initiate monthly office hours for every Board member, increasing access by parents and teachers.
- I coordinated the efforts with staff to bring our agendas online and move us to live stream our meetings, increasing access by the public.
- In my role on the BSEP Budget Modeling Committee, I helped shape the contours of our next BSEP measure, with an eye toward equity and quality instruction.
- Participating in the hiring and evaluation of our last Superintendent of Schools.
- Spearheading the policy for Transgender Students and working with parents and teachers to make our district LGBT welcoming and inclusive. This also includes appointing a young lesbian activist to the Youth Commission.

13b. Non-Incumbents: Please describe a campaign (not just electoral), initiative or issue where you have been a leader and brought change to pass.

14. Please describe how you have worked collaboratively with BFT or another union to achieve goals.

I hope you recognize by now how available I am to work with BFT on most aspects in the District. I feel like I have been an accessible, active and supportive board director.

I have worked collaboratively with BFT on many of the initiatives that I am most proud of, as we share many of the same priorities. Examples include my work on common core implementation, Welcoming Schools, restorative practices, as president of the policy committee and in our BSEP Budget Modeling committee. I meet regularly with union leadership to discuss our perspectives and priorities on district issues. I consider us very fortunate to have such a positive relationship with our union and its leadership, which results in our ability to work collectively on progressive, innovative equity initiatives in or district.

15. BFT has organized several large mobilizations of teachers to Board meetings on issues of importance to our members. Please describe one of these that resonated with you.

The main point that is articulated by BUSD teachers over and over again is the need for increased salaries to meet the cost of living increases in this region, and particularly Berkeley. There seems to be a real struggle to figure out ways to afford to stay in Berkeley, which most teachers seem to want. We have heard story after story of teachers' long (soul crushing) commutes, need to work a second job, higher salaries in neighboring districts, and other forms of increased costs here. We have also heard about the need for limited caseloads for Special Ed/RTI counselors and teachers and the need for salaries for Independent Study teachers.

Right to Organize

16. Please describe the actions you have taken to support workers' right to organize.

Throughout my career I have worked as a close ally with organized labor. This reflects my deep commitment to workers' right to organize. I continued to work in close alliance with labor in my work at Our Family Coalition and the California School-Based Health Alliance.,

Public Worker Issues

17. As an elected official, the Brown Act allows you to be accessible to workers and their representatives on work-related issues, including the negotiation process. What do you think the role of Board members should be in the negotiations process?

I have a long-standing commitment to the Brown Act and believe that its tenets must be upheld. As a Board member, I try to understand the perspective of the union members and leadership, evaluate our resources as a district and our priorities, discuss with my colleagues and our attorney, and then provide clear guidelines to a negotiating team. The Board discusses key issues and provides clear direction to the negotiating team.

I communicate with the union members before negotiations so that I understand the unions' desired outcomes their priorities, which I then keep in the front of my mind as we discuss negotiations.

18. What should your role be as an elected official in the event of an impasse in negotiations?

This is a very good question. I always meet with union leadership prior to negotiations so that I understand your priorities in contract negotiations. believe it is important for all involved parties to respect the negotiations process. However, if negotiations reach an impasse, I would exercise the full extent of my power and influence to mediate differences and use the tools at my disposal to expeditiously resolve the impasse.

Economic Security and Sustainability

19. What is your plan for supporting the recruitment and retention of excellent teachers in BUSD as salaries in neighboring districts have become more competitive? How do you think the cost of living, housing and healthcare affect teachers? Do you support Berkeley measures E, G, and H? Describe the actions you have taken to support these measures?

Yes. I worked actively on the campaign. I think this will go a long way to recruiting and attracting more teacher and keeping them here, together with keeping class sizes smaller and continuing to build ways to support our teachers.

20. How do you place the role of economic inequality in student achievement and in the future of public education in California? What community initiatives have you been part of that are meant to increase economic equality?

I am distressed by the growing cost of living in the Bay Area, and particularly in Berkeley, and how that is displacing so many of our students and communities of color. This is resulting in a reduction of diversity among our students, particularly at the younger grades where children are just entering our schools. As a result, we no longer qualify for Title I support in many of our schools, although the impact of that was temporarily reduced by the creative formula the Superintendent and he and the planning team proposed for next year's budget. This displacement of our students will likely have a negative impact on their achievement as they adjust to a new school and most likely one with less resources, larger class sizes and fewer supports than we have here in Berkeley.

I have spent much of my career trying to even out income inequality. I did that throughout law school and then at the Coalition on Homelessness, the California School- Based Health Alliance and more recently as a funder. This year, I have engaged in a project with The Bay Area Community Services (BACS) to work with residents in their programs, including the Pathways program in Berkeley, to help prepare them to be representatives in both advocacy and media efforts, based on the understanding that we the voices of impacted low-income people is powerful in advocating for increased resources and positive change to popular opinion.

21. The Berkeley Schools Excellence Program is up for renewal in 2024 (BSEP Measure E1). What values are important to consider in BSEP as you think about the new 2024 measure?

The Berkeley Schools Excellence Program (BSEP), has made a huge difference in the quality of our children's education since it first passed in 1986 as a response to the passage of Prop 13. The current BSEP, Measure E1, raises 20% of our budget, is structured in such a way that some of the proceeds from the first years are reserved for the later years and we must reserve those funds to make sure we can keep class sizes small and our teachers to teach these classes, towards the end of the measure.

The existing measure provides more flexibility than the former measure, which I support. I think that we have to be conscious of documenting discussions about pace and plans for the spending to act as a guidance for future Planning and Oversight Committees (P&Os).

BSEP should continue to pay for at least 30% of our teachers' salaries, ensure small class sizes, expanded course offerings and classroom supports., VAPA, classroom supports, libraries, technology and student supports. In effect it covers much of what makes Berkeley schools unique. I want to protect the ability to fund these programs not covered by state funds.

22. Did you support the May 22nd Day of Action in Sacramento to increase revenues to schools and reform charter schools? Would you endorse and participate in a one-day school strike in the fall of 2020 to support Schools and Community First?

I supported the Day of Action but was unable to attend because I was just out of the rehabilitation center and had not yet returned to the Board.

23. How will you support Schools and Community First now that it is qualified for the November 2020 ballot?

I have contacted the campaign to find out how to volunteer to work for the Initiative. I am happy to do everything from making calls to speaking to the media and public.

24. Due to the COVID-19 Pandemic, school districts throughout the state anticipate the need for increased budget cuts. What are your ideas to preserve programs for students and create a balanced budget?

This is an unprecedented time, meaning that we have not really anticipated the likely cuts in revenue. I am not sure what we should cut, although we should start with the list that the Superintendent has already been presenting to various committees and the Board. I think that we should also ask our committees and identity-based groups to generate at least a fixed number of proposed cuts and prioritized spending. I discussed this idea with Rob Collier of the PTA Council, and he replied that they would not put together a list of cut but will present the uncuttable items. A part of this effort should be to keep as many of our employees as possible since the post-COVID 19 world will likely be challenging.

Principles

25. Have you ever crossed a picket line?

Never.

26. What steps would you take to support a boycott, when sanctioned by the Central Labor Council, California Labor Federation or AFL-CIO? Will your campaign refuse to use restaurants, hotels or other public accommodations on the boycott list (available at www.calaborfed.org).

Yes. Boycotts remain one of the most powerful tools available to labor to ensure that labor is treated fairly. Yes, my campaign would refuse to use restaurants, hotels or other public accommodations on the boycott list.

27. If endorsed, will you carry the union endorsement on your mail and materials?

Proudly, as I have done in the past two elections for Board of Education Trustee.

28. If elected, **how** will you consult with Unions on decisions that affect union members in BUSD?

I will maintain ongoing communication and meet regularly with the BFT president and the BCCE President if s/he is so inclined. I will also make it clear that I have an open-door policy and hopefully be in cell phone contact with Union leaders.

SIGNATURE

I attest that these answers represent my actions and beliefs, are not part of my public record, and may be used by the Berkeley Federation of Teachers to keep union members informed about important issues.



Signature

Date

JUDITH K. APPEL, MCP, JD

(510) 499-4303 | jappel@gmail.com | Berkeley, CA

Education Policy and Practice

Public Policy Initiatives | Community Impact & Advocacy | Educational Equity

PROFESSIONAL PROFILE

Accomplished professional and dynamic leader with hands-on experience in steering public policy for optimal community impact and strong educational systems. Proven record of successful change-making and advocacy in non-profit, public and philanthropic organizations. Thrives in high-volume environments with the ability to build new programs and initiatives, organizing strong partners and overseeing successful launches that have resulted in policy changes in K-12 educational equity, LGBTQ rights, housing, homelessness, and access to health services.

- **Experience complemented by extensive experience** in educational policy, law and legal writing, fund development, fiscal management, and speaking and writing in Spanish.
- **Recognized for Subject Matter Expertise** in leading educational advancement through the strategic application of new policies.
- **Adept at cultivating partnerships and building trusted relationships** with community members and collaborating with other leaders in grassroots organizing, government agencies, and coalitions.
- **Exemplary ability to lead diverse teams** of staff, board members, and volunteers toward innovative solutions, and serve as an advisor to other non-profits on best practices.

AREAS OF EXPERTISE

Leadership – Advocacy – Community Engagement – Educator Professional Development –
K-16 Public Education Policy Development & Changes – Creative Funding Initiatives – Staff Management & Supervision
Talent Acquisition & Retention – Changes – Fiscal Management – Project Management – Public Speaking

PROFESSIONAL EXPERIENCE

JONATHAN LOGAN FAMILY FOUNDATION – Oakland, CA 2017 to 2019

Senior Program Officer, Director of Special Projects

Recruited to direct and shape the social justice programming of this foundation which supports organizations that advance world-changing work in investigative journalism, arts and culture, and documentary film. Managed a wide range of education portfolios and grantees focused on social justice, equity and inclusion, and LGBTQ rights. Identified and supported potential and selected grantees, assisting them with reporting requirements and conducting due diligence assessments. Represented the foundation at national conferences and meetings.

Notable Contributions:

- **Utilized a rich professional network** to involve community leaders and influencers in the work and funding of the foundation and its grantees.
- **Increased the impact of the foundation's work** by applying process and program improvements to the grantmaking and operational systems.
- **Established clear and consistent guidelines** for the selection of potential grantees to ensure alignment with the Foundation's values and priorities.
- **Directed the organization of the photographic exhibit**, "Then They Came for Me: Incarceration of Japanese Americans During WWII and the Demise of Civil Liberties", working with grantees, impacted families, and invested organizations.

CALIFORNIA SCHOOL-BASED HEALTH ALLIANCE – Oakland, CA 2016 to 2017

Executive Director

Responsible for the administrative, fiscal, program, and development oversight for this organization which supported hundreds of existing and emerging school-based health centers throughout California. Led the staff in the creation and delivery of programs, training, and technical assistance to help schools start these health care programs and ensure their quality.

CALIFORNIA SCHOOL-BASED HEALTH ALLIANCE *continued:*

Notable Contributions:

- **Advocated for public policies** that made school-based health care an integral part of the health and education systems across the nation and especially in southern states where these health centers also served the local communities in addition to the students.
- **Enhanced the school-based health centers further** by integrating immigration services, safe haven policies, trauma programs, and restorative justice for boys of color.
- **Increased giving and attracted new individual and institutional donors** by implementing a multi-level donor plan, as well as other strategies and tactics.
- **Raised the visibility of school-based health care** so its value was recognized by policymakers, educators, community leaders, parents, and students.
- **Successfully advocated for fair and competitive wages** for health center employees.

OUR FAMILY COALITION – San Francisco, CA

2005 to 2016

Executive Director

Directed all aspects of this organization which advances equity for LGBTQ families with children through support, education, and advocacy. Increased the visibility and voice of LGBTQ headed families and their allies to further the efforts to win marriage equality for LGBTQ people. Recruited diverse staff and board members, and established personnel policies and practices. Built development programs that involved other organizations, working with those involved with criminal justice, educational equity, immigration rights, and other advocates for social justice change.

Notable Contributions:

- **Led organizational growth**, expanding from local reach to state-wide training, policies, and advocacy and expanding collaborative efforts beyond the local community.
- **Increased organizational revenue five-fold** by gaining robust public support, diversifying the donor portfolio to include individuals, corporations, and private institutional giving, and implementing a fee structure for training services.
- **Worked as a part of a national effort** to bring Welcoming Schools, an LGBTQ history and current status program, to schools in California, with a focus on the Bay Area.
- **Advocated for significant legislative and administrative changes** through frequent public speaking, advocating for LGBTQ policies with a family lens, including issues related to job creation and economic justice on local, state, and national levels.

ADDITIONAL CURRENT EXPERIENCE (PART-TIME)

BERKELEY UNIFIED SCHOOL DISTRICT (BUSD) BOARD OF EDUCATION – Berkeley, CA

2012 to present

President

Elected to the School Board in 2012 and again in 2016. Currently holding the position of President for the 2nd time. Helps to govern the 10,000-student school district. Provides policy direction for educational instruction with a focus on closing the opportunity gap for students of color and low-income students. Oversees a budget of \$160M from local, state, and federal sources and directs budgeting and fiscal oversight. Negotiates union contract terms. Serves on various school district committees, listed below under the Community Service section.

Notable Contributions:

- **Currently working on strategies to increase pay levels** for all staff, including classified non-certified employees and initiated a program to help non-teacher classroom staff gain their teacher certification.
- **Leads efforts to expand the Career Technical Education program** districtwide.
- **Helped to develop and pass** the local school parcel tax and facilities bond measure.
- **Led Board efforts to implement restorative justice**, social-emotional learning and trauma-informed practices at school sites.

PREVIOUS PROFESSIONAL EXPERIENCE

DIRECTOR OF LEGAL AFFAIRS – DRUG POLICY ALLIANCE OFFICE OF LEGAL AFFAIRS – OAKLAND, CA

PROMOTED FROM THE DEPUTY DIRECTOR POSITION. PROVIDED LEGAL SUPPORT AND ADVOCACY TO THIS NATIONAL NON-PROFIT ORGANIZATION DEDICATED TO REDUCING THE HARM CAUSED BY DRUGS AND DRUG POLICIES.

ASSOCIATE ATTORNEY – CHAPMAN, POPIK & WHITE, LLP – SAN FRANCISCO, CA

REPRESENTED CLIENTS IN CASES INVOLVING EMPLOYMENT DISCRIMINATION, INSURANCE DEFENSE, POLICE MISCONDUCT, AND PUBLIC CONTRACT LITIGATION.

STAFF ATTORNEY & PROGRAM DIRECTOR – COALITION ON HOMELESSNESS – SAN FRANCISCO, CA

CREATED A LEGAL OFFICE AT THIS GRASSROOTS ORGANIZATION TO HELP FURTHER THE RIGHTS OF HOMELESS PEOPLE THROUGH SELF-DETERMINATION AND ADVOCACY.

EDUCATION

JURIS DOCTOR (JD) – HASTINGS COLLEGE OF THE LAW, UNIVERSITY OF CALIFORNIA (CALIFORNIA STATE BAR, MEMBER #179121)

MASTER OF CITY PLANNING (MCP) – CITY AND REGIONAL PLANNING – UNIVERSITY OF CALIFORNIA, BERKELEY

BACHELOR OF ARTS (BA) – ENVIRONMENTAL STUDIES – UNIVERSITY OF CALIFORNIA, SANTA CRUZ – PHI BETA KAPPA

COMMUNITY SERVICE

BERKELEY 2020 SCHOOL FUNDING MEASURES STEERING COMMITTEE AND THE BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP) OVERSIGHT COMMITTEE (BOTH CURRENT)

BUSD FACILITIES COMMITTEE, SCHOOL BOARD REPRESENTATIVE (CURRENT) AND ALSO SERVED ON THE RESTORATIVE PRACTICES ADVISORY COMMITTEE, THE AUDIT COMMITTEE, AND AS A POLICY COMMITTEE CHAIR.

BERKELEY SANCTUARY CITY TASK FORCE (CURRENT)

CANDIDATE FOR CALIFORNIA STATE ASSEMBLY, AD15 (2018 PRIMARY)

CA ALLIANCE OF BOYS AND MEN OF COLOR

FIX SCHOOL DISCIPLINE POLICY COALITION, PUBLIC COUNSEL

HUMAN RIGHTS CAMPAIGN, WELCOMING SCHOOLS NATIONAL ADVISORY COUNCIL

CONFEDERATION OF CENTRAL AMERICAN UNIVERSITIES, NICARAGUA - RESEARCHER

AUTHOR: ASOCIACIÓN ANAI, TALAMANCA, COSTA RICA

ADDITIONAL BOARD AND COMMITTEE WORK INCLUDES ORGANIZATIONS RELATED TO HOUSING, EMPLOYMENT RIGHTS, LGBT HEALTH AND SOCIAL SERVICES, FAMILY SUPPORT, QUEER AFRICAN YOUTH, SAFE SCHOOLS, HUMAN RIGHTS, HOMELESSNESS, AND POVERTY.

Endorsements for Appel for BUSD Board of Education - 2016

Organizations

Alameda County Democratic Committee
BCCE
BCA
Berkeley Democratic Club
Berkeley Boosters
Berkeley Federation of Teachers
BWOPA
Firefighters
Green Party
John George Democratic Club
National Women's Political Caucus
Berkeley Police Dept.
Sierra Club
Stonewall
Wellstone
United in Action

Individuals

Laurie Capitelli (city council)
Susan Wengraff (city council)
Gordon Wasniak (city council)
Jesse Arreguin (city council)
Linda Maio (city council)
Max Anderson (city council)
Darryl Moore (city council)
Kriss Worthington (city Council)
Tom Bates
Keith Carson
Loni Hancock
Nancy Skinner
Dan Lindheim
Nancy Riddle
John Selawsky
Karen Hemphill
Beatriz Levya Cutler
Shirley Issel
Joaquin Rivera
Shirley Brower
Father Crespín
Marissa Saunders
Linda Gonzalez
Scott Blake
Sonia Corriedo

Endorsements for Appel for BUSD Board of Education - 2016

Iris Grace
Pastor Sarah
Liz Fuentes
Pastor McBride
Michael Miller
Santiago Casal
Felicia Woytak
Mary McDonald
Lupe Gallegos Diaz
Cathy Campbell
Victor Cary
Victor Diaz
Willie Phillips
Rick Ayers
Ilene Abrams
Mark Van Krieken
Abel Guillen
Gerardo Marin
Martin Bourque
Iris Starr
Kalima Rose
Hugo Lucero
Ann Callegari
Federico Chavez
Angela Gallegos-Castillo
Antonio Cediell
Lamont Snaer
Nikki and Kevin Williams
David Manson
Julie Sanai
Julie Holcomb
William Rogers
Michelle Lawrence
Rabbi Yoel Kahn
Rabbi Reuben Zellman