

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Natasha Beery, Director of BSEP and Community Relations
Valerie Tay, BSEP Program Specialist
DATE: December 7, 2016
SUBJECT: Election, Diversity and Activity Report for School Governance Councils, Berkeley High BSEP Committee and BHS School Site Council for the 2016-2017 School Year

BACKGROUND INFORMATION:

Each year the Board receives a report on the fall elections and current membership of the School Governance Councils (SGCs) for the Pre-K Program, the K-8 schools, Berkeley Technology Academy (BTA), and the Independent Study (IS) Program; and the two Berkeley High School (BHS) committees: the BHS BSEP Site Funds Committee and the BHS School Site Council (SSC).

Principals and committee members were surveyed online to obtain a full picture of the conduct of elections for each site, including candidate outreach, nominations, election mechanisms, and community notification.

Candidate outreach and recruitment: Schools solicited parent candidates through a combination of newsletters and flyers, announcements and information tables at Back-to-School Night, PTA meetings, staff meetings, and other gatherings; email and e-tree messages; as well as outreach to specific individuals. Principals reported that face-to-face individual outreach and announcements at school events were the most effective methods for candidate recruitment. Parents listed email/etree messages, personal outreach and event announcements as most prevalent (in that order). Several sites reported that OFEE specialists were very effective in recruitment, while others did not access this resource.

Most candidates presented themselves through a written statement, with only Berkeley High offering an elections forum. Combined with the Principal's "state of the school" speech, the event provided the opportunity for new candidates to come forward and speak briefly, and then for online voting to begin. One elementary school did hold elections at Back-to-School Night, which ensured good participation (42%) and enabled its SGC to begin conducting business right away in September. The principal noted that this timeline requires that outreach and recruitment begin in the spring of the previous year. The compressed elections period in the fall has been a consistent frustration, and fully half of responding principals expressed a desire for change either with spring elections or an extended elections period. Instituting early recruitment practices may prove to be a viable solution.

Ballots and Voting: Parent candidates were presented via printed and/or online ballot statements, and only rarely in person at school meetings/elections. Six principals reported conducting elections with paper ballots only, four with online only, and seven with a combination. 28% of respondents reported that voting was only by paper ballot - at meetings, or via ballots which could be picked up at school and sent home with students or downloadable. 44% reported that both paper and online voting was used,

and 26% reported that candidate statements and ballots were only available online. No approach or combination of approaches ensured higher turnout, with the exception

Parent voter turnout averaged 19% across the district, ranging from 7% to 42%; however three schools did not provide voter turnout rates by the time of this report. Voter turnout at Berkeley High School was better than the record low 3% turnout of 2013, with approximately 7% of parents voting this year.

The principals and SGC members continue to adopt and search for best practices in outreach and elections methods, including whether it is preferable to have all candidates offered to the larger school community as a slate or as individuals. The “slate” option has been used, as has weighted voting, to encourage participation of all candidates who have come forward. Instead of designating low-vote getters as alternates, several principals have encouraged full inclusion of all voices. When action is required by these committees, there is attention to ensuring that representation does not exceed the specified number of parent, staff or student seats. These questions and others related to elections and conduct of the SGCs are being brought to the Board Policy Subcommittee this year in order to ensure that bylaws and practice are updated and aligned.

Overall, about 47% of elected members were new and 53% returning, which should create a good blend of historical knowledge and new perspectives, as long as efforts are made toward ensuring that orientations and meetings encourage and equip all members to participate.

Best Practices: A handbook for School Governance Councils is now available both online at the BUSD website and in binders for all SGC and SSC members. The handbook includes a section on "Best Practices," based on input from the annual surveys of SGC members and principals as well as discussions at SGC training workshops. This guide is revised annually, as discussions with principals, committee members, and the Office of Family Engagement and Equity (OFEE) continue to improve ideas for outreach and recruitment as well as raise issues that are barriers or accelerators of equitable participation. For example, when committee officer elections take place at a first meeting, new members may not feel ready to step into leadership roles. Can mentoring of new members increase/accelerate participation and improve distributed leadership? How can OFEE staff best support the SGCs? Are agendas constructed to ensure opportunities for discussion, and are meetings run so that wide participation is supported? How can the broader community be engaged with the work of the SGC?

High School: Student committee members for the Berkeley High SSC and BSEP Site Funds Committee were elected by the student body at large last spring, resulting in fully constituted student rosters for each. The members at BTA and Independent Study were chosen this fall, although the new principal at BTA faced challenges in recruitment of parents and staff. He has continued his efforts past the September 30 deadline to fully constitute his SGC. At Berkeley High, the candidate forum/principal's meeting was repeated, although staff participation for the SSC remains problematic, as most interest is directed toward the BSEP committee. The principal has expressed a desire to combine the two committees and may put this before the Policy Subcommittee next year.

Staff: Staff committee members were mainly chosen by consensus. Finding candidates, especially those to fill the classified seat, has been problematic for some sites. Availability during SGC meeting hours, as well as a reluctance to serve without compensation has been cited as a barrier to participation. Conflict of interest concerns also barred some participation.

Roster: Attached as Appendix A is a roster of the approximately 235 parents, high school students, teachers, principals, and other staff members who have made the commitment to serve on their SGC, the BHS BSEP Committee, BHS School Site Council, or the P&O this year.

Diversity: Attached as Appendix B is a chart showing the ethnic/racial composition of the SGCs in Pre-K through 5 schools, middle schools and high schools, as well as a comparison with the district student body. This year the methodology of collecting these data followed these practices:

- Ethnic/racial categories match the federal and state categories which are used for the student CALPADS data.
- Race/ethnicity data was primarily obtained through self-report, rather than only asking the principal to supply the data as was done in prior years.

Given the relatively small numbers at each site, rather than providing counts and percentages for each school site, results were summarized by preK-5, middle school and high school levels.

Overall, 41% of committee members are non-white (Asian, Hispanic, African-American, multi-racial) and 59% are non-Hispanic white, which is similar to prior years. A few key findings:

- When compared to the student demographics, there is somewhat higher Black/African-American membership (18.1% overall compared to 16.1% of student body); significantly higher at the high school, with 38% of committee members identifying as Black/African-American.
- There is markedly lower committee participation for Hispanic/Latino members, 8.2% compared to 21.8% of student body. Some of this disparity may have to do with the fact that the ELAC/DELAC committee members are not counted in this report, but this does point to a need for more targeted engagement/outreach for Hispanic/Latino representation and/or a concerted effort to ensure that ELAC work is truly incorporated into the SGCs. Our Asian and multi-racial students are not matched by similar representation on SGCs. This may also point to black/white thinking in recruitment/outreach, whereas broader envisioning of diversity could be reaching more families.
- The data on SGC membership race/ethnicity does not tell the entire story, however. Families are more diverse than the committee members themselves. Just over 20% of respondents indicated that their children's race/ethnicity was different from their own, including 10% of white parents, so in terms of family

representation, the overall diversity of families is greater than the committee member numbers reflect.

- In the prior year survey, a question was included to ask about committee member perspectives, going beyond race/ethnicity to probe for what members bring to the table in terms of backgrounds and interests. At that time there was frequent mention of bilingual and/or multicultural families, as well as special education or GATE-identified students. This year the question about perspectives was not asked, but respondents still wrote in additional identifiers, including families with same-sex parents, children with learning disabilities, adopted children, immigrant families, and religious affiliations such as Jewish and Muslim. Some respondents also supplied additional race/ethnicity identifiers, including Middle Eastern, Jewish, Filipino, European, and South and Southeast Asian heritage.

Activities: On October 18, 2016 the annual School and District Committees Training Workshop was held at Longfellow Middle School. The format was changed from prior years in order to emphasize the committees' role as sounding board for the principal and review best practices with respect to Robert's Rules and group norms. A 45-minute period was also set aside for SGC mini-meetings by site, to focus on reviewing the school's Single Plan for Student Achievement (SPSA), discussing the meeting calendar and other initial business of the SGC. In the past, the workshop evening has included options for new and returning members to attend an orientation and presentations on a variety of BUSD educational programs. This year, the orientation to reinforce good fundamental practices was provided in a plenary session, and a workshop scheduled for later in the school year will present SGC members with more tools on subjects from needs assessments, leadership development, and "uniting goals and resources for an effective school plan."

The turnout of approximately 120 included SGC members as well as ELAC and DELAC representatives. PTA, PAC, and other interested community members were also invited. Participants, especially new members, appreciated having their committee's purpose and the governing rules clearly explained, while both new and returning members welcomed the opportunity to meet in the smaller groups and zero in on the matters most pressing for their SGC. Each member received a Handbook for School Committees along with a customized folder including each site's SPSA, so that every SGC committee member would have access to bylaws, guidelines, best practices, and school action plans for their mini-meeting. This handbook is online, as is the presentation from the 2016 workshop, at the BSEP/SGC and School Site Council webpage on the BUSD website. The handbook includes a suggested month-to-month agenda of suggested activities, attached to this report as Appendix C.

It is expected that this two-part training will be utilized again with some minor modifications.

POLICY/CODE:

California Education Code 52852-52855; BUSD School Governance Council Bylaws, adopted by the Berkeley Board of Education April 23, 2008; BUSD Berkeley High School Site Council Bylaws, adopted by the Berkeley Board of Education August 4, 2010.

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Receive this School Governance Council, Berkeley High BSEP Committee and BHS School Site Council Election, Diversity and Activity Report for 2016-2017

Berkeley Unified School District		
Pre-K through 8, Independent Study & B-Tech School Governance Councils, and		
Berkeley High BSEP Site Committee & School Site Council 2016-17		
as of November 21, 2016		
School	Parents	Staff
Pre-K Program	Lizette Duran	Isabelle McDaniel (Acting Principal)
	Carl Friberg (Chair)	Marianne Camp
	Rashay Lankford	Michael McLaughlin
	Carly Lukas	Bonita Walker
	Kunchalee Pumkajohn	
Arts Magnet	Myron Berkman	Rene Molina (Principal)
	Bridget Bernhard (P&O Alt)	Alex Gross
	Nicole Chabot (Chair)	Patrick Hamilton
	Julie Stone Evans	Edward Hill
	Collin Eyre	Kesha Jenkins
	Madhu Marchesini (P&O)	Ember Kelley
Cragmont	Martin De Mucha Flores	Hazelle Fortich (Principal)
	Rebecca Esterson	Meredith Aki
	Victoria Hritonenko	Mollie Blustein
	Eric van Dusen	Rosemary Hannon
Emerson	Forrest Bell	Susan Hodge (Principal)
	Lupe Guiza	Elisa Gomez
	Emily Newman (Chair)	Lily Howell
	Whitney Morris (Alt)	Kim Moir
	Nina Orike	Anna Stuppi
	Dawn Paxson (P&O)	Jenny Weddle
	Jade Thomas	
Jefferson	Sarah Crow (Alt)	Mary Cazden (Principal)
	Lisa Frydman	Jenna Huppler
	Prashant Jawalika	Sean Keller
	Julie Kono (Alt)	Rick Kleine
	Megan McQuaid	Anne Scheele
	Jamaica Moon	Vacancy
	Terry Pastika (P&O)	
	Peter Ross (Chair)	
John Muir	Amanda Eppley (Co-Chair)	Audrey Amos (Principal, Co-Chair)
	Wilbur Kiggundu	Jocelyn Foreman
	Danielle Perez	Athina Larson
	Jesse Schwartzburg	Rachel Larson

LeConte	Ludozic Blain	Veronica Valerio (Principal)
	Daniella Brower (Alt)	Yusef Auletta
	Robert Collier	Rachel Larson
	Corynne Escalante	Lucero Lupercio
	Rebecca Hooley (Co-Chair)	Estella Sisneros
	Grace Kong (Co-Chair)	Silvia Torres
	Humberto Reyes	
	Byron Pakter - P&O	
Malcolm X	Aura Aparicio	Alexander Hunt (Principal)
	Jamedra Brown Fleischman	Candyce Cannon
	Lily Howell (Chair)	Richard Cobeen
	Alex Makler (P&O)	Jocelyn Foreman
	Sean Poremba	Mary Martin
	Leila Zarembo	Susanne Reed
Oxford	Carla Bryant	Beth Rhine (Principal)
	Nina Cohen	Molly Jo Alaimo
	John Eknoian	Carla Inniss
	Steve Fruhwirth	Lauren Morrison
	Hyacinth Honorato (Alt)	Jaime Vines
	Anya Hurwitz (Alt)	Karen Sasamoto
	Julian Lloyd	
	Ann Reidy	
Rosa Parks	Mohammad Johar Ali	Paco Furlan (Principal)
	Laura Babitt	Tito Aquino
	Weldon Bradstreet	Katie Curry
	Irisa Charney-Sirott	Tracie Iglehart
	Erin Holland	Matilde Merello
	Imelda Huizar	Angie Won
	David Kojan	
	Sara Marques	
	Kerri McShea	
	Rikki Moreno	
	Kacy Hatcher Robinson (Chair)	
	Dan Smuts	
Heidi Wagner	*Parent Votes Weighted	
Thousand Oaks	Hannah Creasy	Jennifer Corn (Principal)
	Julie Freedman	Anita Bell
	Max Levine	Mary Gomez
	Josah Perley	Sarah Moreno
	Ursula Rodriguez	Jason Nealy
	Jonathan Cherin - co-P&O	
	Aaron Schiller - co-P&O	

Berkeley High BSEP Committee		
Parents	Students	Staff
Leia Ambra	Isabella Donato	Sam Pasarow
Jose Luis Bedolla (P&O)	Gaurav Ghosal	Aaron Glimme (P&O)
Milan Drake	Angelo Paraiso-Arroyo	Rhonda Jefferson
Stacy Kimmins (Alt)	Samuel Shteinberg (Alt)	Hasmig Minassian (P&O)
Thelonius Polk	Eliza Smith	Karen Wells
Brianna Rogers (Alt)	Jannya Solwazi (Alt)	
Wim-Kees van Hout		
Berkeley High School Site Council		
Parents	Students	Staff
Shelly Ball	Morgan Grace	Sam Pasarow
Stacy Kimmins (Alt)	Alicia Harger	Dan Plonsey
Catherine Lewis	Junwei Li	Dave Stevens
Beth McCoy (Alt)	Ava Wallace	Vacancy
Lewis Segall		Vacancy
Tirien Steinbach		Vacancy
		Vacancy
		Vacancy

2016-17 preK-5 Committee Member Report*			2016-17 Overall Committee Member Report*		
Race/Ethnicity	Response Percent	Response Count	Race/Ethnicity	Response Percent	Response Count
American Indian or Alaskan Native	0.0%	0	American Indian or Alaskan Native	0.0%	0
Asian	5.5%	8	Asian	7.3%	17
Black or African-American	13.7%	20	Black or African-American	18.1%	42
Yes, Hispanic/Latino	9.6%	14	Yes, Hispanic/Latino	8.2%	19
Native Hawaiian or other Pacific	0.0%	0	Native Hawaiian or other Pacific	0.0%	0
White	62.3%	91	White	58.6%	136
More than one race/ethnicity	8.9%	13	More than one race/ethnicity	7.8%	18
TOTAL	100.0%	146	TOTAL	100.0%	232
2016-17 Middle School Committee Member Report*			2016-17 BUSD Student Demographic Data**		
Race/Ethnicity	Response Percent	Response Count	Race/Ethnicity	Percent	Count
American Indian or Alaskan Native	0.0%	0	American Indian or Alaskan Native	0.2%	17
Asian	14.6%	6	Asian	7.0%	677
Black or African-American	12.2%	5	Black or African-American	16.1%	1555
Yes, Hispanic/Latino	4.9%	2	Yes, Hispanic/Latino	21.8%	2104
Native Hawaiian or other Pacific	0.0%	0	Native Hawaiian or other Pacific	0.2%	16
White	63.4%	26	White	39.7%	3831
More than one race/ethnicity	4.9%	2	More than one race/ethnicity	15.0%	1444
TOTAL	100.0%	41	TOTAL	100.0%	9644
2016-17 High School Committee Member Report*			*Committee member data is both Self and Principal-reported **Student data is derived from CALPADS		
Race/Ethnicity	Response Percent	Response Count			
American Indian or Alaskan Native	0.0%	0			
Asian	6.7%	3			
Black or African-American	37.8%	17			
Yes, Hispanic/Latino	6.7%	3			
Islander	0.0%	0			
White	42.2%	19			
More than one race/ethnicity	6.7%	3			
TOTAL	100.0%	45			

2016-17 Overall Committee Parent/Student Member Report*			2016-17 Overall Committee Staff Member Report*		
Race/Ethnicity	Response Percent	Response Count	Race/Ethnicity	Response Percent	Response Count
American Indian or Alaskan Native	0.0%	0	American Indian or Alaskan Native	0.0%	0
Asian	6.5%	9	Asian	6.4%	6
Black or African-American	20.3%	28	Black or African-American	18.1%	17
Yes, Hispanic/Latino	8.7%	12	Yes, Hispanic/Latino	10.6%	10
Native Hawaiian or other Pacific Islander	0.0%	0	Native Hawaiian or other Pacific Islander	0.0%	0
White	58.7%	81	White	56.4%	53
More than one race/ethnicity	5.8%	8	More than one race/ethnicity	8.5%	8
TOTAL	100.0%	138	TOTAL	100.0%	94
2016-17 PreK-5 Committee Parent/Student Member Report*			2016-17 PreK-5 Committee Staff Member Report*		
Race/Ethnicity	Response Percent	Response Count	Race/Ethnicity	Response Percent	Response Count
American Indian or Alaskan Native	0.0%	0	American Indian or Alaskan Native	0.0%	0
Asian	4.8%	4	Asian	6.5%	4
Black or African-American	13.1%	11	Black or African-American	14.5%	9
Yes, Hispanic/Latino	8.3%	7	Yes, Hispanic/Latino	12.9%	8
Native Hawaiian or other Pacific Islander	0.0%	0	Native Hawaiian or other Pacific Islander	0.0%	0
White	67.9%	57	White	54.8%	34
More than one race/ethnicity	6.0%	5	More than one race/ethnicity	11.3%	7
TOTAL	100.0%	84	TOTAL	100.0%	62
2016-17 Middle School Committee Parent/Student Member Report*			2016-17 Middle School Committee Staff Member Report*		
Race/Ethnicity	Response Percent	Response Count	Race/Ethnicity	Response Percent	Response Count
American Indian or Alaskan Native	0.0%	0	American Indian or Alaskan Native	0.0%	0
Asian	8.7%	2	Asian	11.1%	2
Black or African-American	17.4%	4	Black or African-American	16.7%	3
Yes, Hispanic/Latino	8.7%	2	Yes, Hispanic/Latino	11.1%	2
Native Hawaiian or other Pacific Islander	0.0%	0	Native Hawaiian or other Pacific Islander	0.0%	0

White	60.9%	14	White	55.6%	10
More than one race/ethnicity	4.3%	1	More than one race/ethnicity	5.6%	1
TOTAL	100.0%	23	TOTAL	100.0%	18
2016-17 High School Committee Parent/Student Member Report*			2016-17 High School Committee Staff Member Report*		
Race/Ethnicity	Response Percent	Response Count	Race/Ethnicity	Response Percent	Response Count
American Indian or Alaskan Native	0.0%	0	American Indian or Alaskan Native	0.0%	0
Asian	9.7%	3	Asian	0.0%	0
Black or African-American	41.9%	13	Black or African-American	35.7%	5
Yes, Hispanic/Latino	9.7%	3	Yes, Hispanic/Latino	0.0%	0
Native Hawaiian or other Pacific Islander	0.0%	0	Native Hawaiian or other Pacific Islander	0.0%	0
White	32.3%	10	White	64.3%	9
More than one race/ethnicity	6.5%	2	More than one race/ethnicity	0.0%	0
TOTAL	100.0%	31	TOTAL	100.0%	14