

# Fremont Union High School District 2026 Candidate Questions

## Verbal Questions

You will have 2 minutes per question to respond, as well as a 1-minute opening statement and a 1-minute closing statement.

1. What is the role of a trustee, and how do you approach it? Should they be directing the Superintendent and staff or deferring to them?
2. What steps should be taken to address historic inequities in North Sunnyvale, including transportation to school and access to extracurricular activities?
3. What is a school district's role in providing nutrition to students when school is in session and during school breaks?
4. Some parents have raised concerns about the teaching of LGBTQ+ subjects and discussing the war in the Middle East. How should these subjects be addressed in the classroom? Does AB 715 impact how these topics are presented?

*Note: California Assembly Bill 715, or AB 715, is a state law addressing discrimination and antisemitism in public schools.*

5. What policies are needed to ensure that the district works with the feeder districts such as the Sunnyvale School District to guarantee that students coming to high school can meet state requirements in mathematics, English, science, arts and language?

There will also be two “lightning round” questions with 30-second responses. Per our standing rules, these are not provided in advance.

## Written Questions

Please provide a response of approximately 150 words to each of the below questions.

1. In what ways can the district include the community in supporting students through family engagement and education?  
Some of the ways that the district can include the community in supporting students through family engagement and education are: Hold regular family workshops on how to navigate school resources, academic planning, college/career, mental health and hold it

with an interpreter or multi-language. Flexibility in timing, such as evening meetings or virtual meetings. Reach out to parents through various methods, emails, school and district websites and education related groups and organizations in the community. Create opportunities for parents and students to give feedback, through surveys, invite families and publish events such as cultural events, college days, school events and educational community events . The key point is to make sure that there is a two way communication between the board and families, make them feel heard and that they are part of their students' education and decision making process.

2. What are schools doing to reach out to parents who do not speak English? How can we improve this? The schools have programs such as ELAC and DELAC - advisory committees, family liaison and bilingual staff, translators and translated documents including for example - IEP, 504 ) communicating in families' language (through emails and texting). Improving this would be to actively search and find those families who are not part of any of the programs and who might not be aware of the sources available to them. Going through students' data and reaching out (through email or direct phone call) to those who are hardest to reach, identifying the gaps in language access and getting input back from these families on how to better communicate with them. I would also try to improve the consistency and sameness of the various programs and resources that are available throughout the different schools in the district (but balance it based on needs of each school).
3. What changes in policy do you support to make the district more accountable to equity, equality and diversity? How would the success of these policies be measured?  
The changes that I would support for an already existing policy to be more accountable to equity, equality and diversity is to measure it by outcome and publish the results. The board could request an annual equity and opportunity report and if the results show a significant gap then the board has to have an action plan in place. The success of this policies can be measured by: collecting data of subgroups of students such as - Graduation and A-G completion, participation in programs, special ed outcome, ELD progress, attendance, Advance and honors / AP classes enrolments, mental health and counseling services, access to transportation and nutritional meals, participation in sports, club and extracurricular activities (and more).
4. What policies do the trustees need to make sure there is effective vocational training for students? The policies that the trustees need to make sure there is effective vocational training for students is creating an annual CTE review, collecting data of not just enrollment but also of completion, students pathway, students outcome, college/career placement, certification, employee feedback. Students should have access to internship, shadowing, mentorship or other real- world experience. Keeping

programs aligned with the local job market - changes need to be done if the local job market is changing.

A required policy should also be a meaningful exposure to career pathway, college and life readiness for every student before graduation. Keeping the students informed and giving them options to choose. In addition, keeping the collaborative programs between the HSD and local colleges and reviewing every year the courses that are offered for high school students, making sure they are still up to date with the current job market.

5. Bullying in is an ongoing problem. What can be done to ensure that students are safe on school grounds, in and out of class?
6. Bullying is an ongoing problem at school but also cyber bullying that is happening between students. To ensure students safety, the first step would be with prevention; recognizing areas in schools that are more likely to have bullying incidents happening and having more adult supervision in those areas such as hallways, parking lots, bathroom areas, and cafeterias. Training for all staff and teachers about how to handle bullying and how to support students that approach them to report and seek help. Students should be able to report safely and anonymously if they are bullied or if they witnessed someone else being bullied, they should have few ways to report bullying, either directly to staff member, counselor, teacher or through school website - it should be easy to find as well and the students should know about these ways to report in the beginning of each school year. Students should know that reporting will be addressed quickly and it will be resolved and they will not be a bigger target because they report it. Students should get support from the school if bullying occurs. The school should invest time and effort in educating the students about bullying and cyber bullying and the outcome of those actions.
7. How significant a problem is the achievement gap between more affluent and low income communities? What actions do you propose for the district to address it? How can the district be most effective in connecting economically disadvantaged students with the resources it has available to enable them to succeed academically?  
The achievement gap is significant between more affluent and low income communities because economic circumstances can affect a student's ability to access tutoring, technology, enrichment, transportation, college guidance, food and a stable environment to study. The district has some of the resources and programs but it is not necessarily reaching the students that need it the most. The actions the district can take is to collect data to identify the gap and identify students that are struggling and address their situation before it gets worse and too difficult to overcome. Reach out to students and families, to let them know of the resources that are available to them and also to understand what they need and to follow up on that. The district should expand the resources and target specifically low income families and provide them with the extra help that they need - if it's by area or by school, removing the barriers for education for underserved communities who are already struggling. The district should purposely and intentionally identify low income communities and not assume or wait for parents or students to come forward and ask for help. Monitoring the progress of these students

and ask the right questions when needed - is what the district provides is helpful and if not then what can we do to change it so it will be effective? In addition, it is most important to listen to the community's needs and address those needs.

8. How will you protect teachers from harassment, defamation, and hateful language by outside groups if elected to the school board?

I would protect teachers from harassment, defamation and hateful language by outside groups by enforcing strong support for teachers, including policies that protect teachers, a clear and easy reporting process for teachers to complain and then to review and address those complaints. I'll make sure that teachers go through training with how to deal with issues that arise and how to report them. I would make sure that the teachers will not feel that they need to deal with these issues alone and that the district is supporting them and when necessary the district should involve law enforcement. There should be clear standards and rules in schools about harassment of teachers. Keeping the privacy of teachers is important as to not disclose teachers information to the public (address, phone number etc'..). Teachers should be able to do their job without being afraid of harassment, defamation and hateful language.

9. What are your thoughts on the Revenue Sharing policies at FUHSD that distribute unused funds to staff? Does this policy need review? What changes would you suggest? My thoughts on Revenue Sharing Policies - I don't currently support distributing unused funds to staff. I think that that policy needs review because it may have been right for the time that it was put in place but I feel that these funds could be of better use in the district benefiting the students and priorities may have changed with time. First it should be transparent and the public should be aware of it as it comes from Tax payers money. The unused funds could be used to improve or add services that are necessary for students in the district - such as better plans for nutrition meals and transportation, smaller classes, supporting programs that are at risk of being shut because of not enough funding. I feel that this policy is presenting a potential conflict between rewarding employees and determining the best use of public funds and should be reviewed, revised and the process should be transparent.

*Note: FUHSD's Revenue Sharing Process (RSP) is a contractual agreement between the district's Board of Trustees and its employee groups. It defines how available district revenues are allocated to fund changes in the cost of units, salaries, and benefits. Once a specific employee group's group-specific costs and unit costs are covered, remaining funds can be applied toward employee salaries and benefits.*