

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?

FUHSD and our schools provide parents and community members with many opportunities for family engagement, education, and meaningful participation in students' success. FUHSD and our schools offer events, workshops, and webinars, often in partnership with community organizations, on topics such as communicating with teens, supporting student mental health and well-being, technology and online safety, and creating a positive school climate. These are held in various languages and are culturally relevant.

Parents are encouraged to be active partners through multilingual parent groups such as Los Padres, PTSA, and School Site Council. These groups provide insight into school operations and decision-making while creating opportunities to share perspectives, concerns, and ideas.

Community members are welcome at Board meetings, Board Office Hours, and campus events. Strong schools are built through strong partnerships. By creating welcoming, accessible opportunities for engagement and listening to families' needs, we can work together to support every student's academic success, health, and well-being.

2. What are schools doing to reach out to parents who do not speak English? How can we improve this?

FUHSD is committed to reaching and engaging families who speak languages other than English. The district translates most official communications into Spanish and Chinese and uses ReachMyTeach for school-site messaging, allowing families to receive information in their preferred language. Its text messaging feature also helps us reach families in a format many prefer over email.

Recently, the district invested in Worldly, a translation tool that provides interpretation in more than 75 languages for Board meetings, ELAC meetings, and other virtual meetings. Public feedback on this tool has been very positive.

Fremont and Homestead High Schools, where many of our Spanish-speaking families are located, have active Los Padres parent groups that meet regularly and help connect families with resources and information in their home language.

We will continue improving by expanding translated communications, interpretation services, and culturally responsive family engagement so every family feels empowered to participate in their student's education.

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?

FUHSD is a high-performing district, but achievement gaps persist among student groups. One of my top priorities is closing these gaps so every student has the opportunity to succeed. Vision 2030, launched last school year, provides a framework for identifying and addressing these disparities. Success will be measured through graduation rates, A-G completion, and other metrics identified in the plan, with regular monitoring and public accountability.

Because opportunity gaps can emerge before students reach high school, we must also strengthen partnerships with our feeder elementary and middle school districts to address challenges earlier.

I am also committed to increasing the diversity of our staff so we better reflect the students and communities we serve. We have made meaningful progress in recent years, and I will continue to advocate for equitable recruitment, hiring, and retention practices, with regular Human Resources updates to the Board to measure progress and ensure accountability.

4. What policies do the trustees need to make sure there is effective vocational training for students?

We believe every student should have access to meaningful career and vocational pathways that prepare them for college, careers, and the workforce. Board Policies 6143 (Courses of Study) and 6164.2 (Guidance and Counseling) provide the foundation for vocational education and the counseling support students need.

FUHSD has expanded beyond traditional vocational courses and offers eight CTE pathways: Arts, Media & Entertainment; Business & Finance; Engineering & Architecture; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Marketing, Sales & Service; Public Service; and Transportation. We also have five high-performing Robotics Teams, maker spaces at every school, and a District Robotics Center opening soon.

We are developing pathways for careers shaped by artificial intelligence (AI), while teaching students to use this technology responsibly and ethically. By continuing to expand these opportunities, we can provide students with hands-on experience and the skills needed to thrive in a rapidly changing workforce.

5. Bullying is an ongoing problem. What can be done to ensure that students are safe on school grounds, in and out of class?

Every student deserves to feel safe, respected, and included. Preventing bullying requires more than responding when an incident occurs; it requires creating a culture

where students know they belong, adults are attentive, and students feel comfortable speaking up.

I support strong, consistent anti-bullying policies and clear expectations for student behavior, with appropriate accountability when those expectations are not met. We need to ensure that staff are trained to recognize bullying, harassment, and social exclusion and know how to respond promptly and effectively—in classrooms, hallways, athletic programs, extracurricular activities, and online spaces connected to school.

Student voice is critical. We should provide safe and accessible ways for students to report concerns without fear of retaliation and ensure they know where to go for help. Finally, strong counseling, behavioral health, and social-emotional supports can address underlying issues and help both students who are targeted and those who engage in harmful behavior.

FUHSD Board Policy 5131.2 regarding Bullying and Cyberbullying and Board Policy 0450 mandates a Comprehensive Safety Plan are both in place to protect students.

6. 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?

All five of our highly successful schools, were recognized by *U.S. News & World Report* as Top High Schools last year. Fremont HS was also recognized as a California Distinguished School for academic success. The California Dashboard rates FUHSD highly in Mathematics, Science, English Language Arts, graduation, and suspension rates.

However, we know we must address opportunity gaps among English Learners, Special Education, socioeconomically disadvantaged, and Latino students. Closing these gaps is a key focus of our Vision 2030 and LCAP goals.

As a high school district, we have only four years with most students, so stronger collaboration with our feeder districts is essential. Our partnership with California Education Partners is helping us align efforts with Sunnyvale School District and identify new strategies to close gaps earlier. We also connect families to resources through School Linked Services, family and community liaisons, and community partners such as Sunnyvale Community Services, which provides food, financial, and family support. We also need to work on developing better parent/community engagement.

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

I am committed to supporting and protecting our educators and staff. Our Board Policies, collective bargaining agreements, and California law provides protections against

workplace harassment and discrimination while supporting academic freedom and workplace safety.

I will stand with our educators when they face harassment, intimidation, hateful or abusive language, threats, or personal attacks that cross the line from legitimate criticism into inappropriate or unlawful behavior. At the same time, as a public school district, we must respect parents' and community members' right to express concerns and strong criticism. Supporting our staff does not mean shielding them from accountability; it means ensuring concerns can be heard respectfully while making clear that employees should not have to endure threats, harassment, intimidation, or personal attacks simply because they are doing their jobs.

As a Trustee, I will continue ensuring our policies are followed and that our educators and staff know they have the Board's support when their safety, dignity, or ability to do their jobs is threatened.

8. 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? FUHSD's Revenue Sharing Process is an important part of our long-standing fiscal stability and shared responsibility. While districts across the Bay Area and state are facing layoffs, school closures, and budget challenges, FUHSD has maintained strong financial health and has not experienced a significant labor dispute in more than 30 years. Our AAA credit ratings reflects that responsible fiscal management.

The RSP provides a transparent, predictable formula for determining funds available for employee compensation based on local property tax revenues. This allows us to provide competitive compensation without committing to raises we cannot afford, while giving management and employee groups a shared interest in responsible budgeting. It also allows labor discussions to focus more on programs, student needs, and working conditions.

The formula is reviewed annually, and I would not recommend major changes. I would recommend stronger communication and education for new employees and community members, so they understand how the RSP works and how it supports responsible stewardship of taxpayer dollars.

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.