

1. In what ways can the district include the community in supporting students through family engagement and education?

The district can support students more effectively by treating family engagement as a core part of student success. That means creating intentional partnerships with city and community-based organizations that serve families, and ensuring that families know how to access those resources.

Sunnyvale schools already have outreach staff members who connect with organizations throughout the city and county, learn about available services, and share that information with school families. This work is especially valuable when outreach staff and social workers collaborate closely, because they can identify student and family needs early and connect families to the right supports.

The district has strengthened this model through multilingual family education, community resource events, trusted local partnerships, and clear communication channels. When families feel welcomed, informed, and supported, students are more likely to be healthy, engaged, and ready to learn.

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

Schools reach out to parents who do not speak English through outreach staff, multilingual communication, and family engagement programs. In some cases, outreach staff serve as liaisons between families and schools, helping parents understand information, connect with staff, and access services.

We can improve by making communication more consistent across all schools. Teachers and families should have access to tools with instant translation features, such as ClassDojo, which has been used at San Miguel to communicate with families in different languages.

Parents should also know their rights. Schools have responsibilities under Title VI of the Civil Rights Act of 1964 to provide language assistance so families can meaningfully participate in their child's education. The district can strengthen this work by expanding

translated materials, interpretation at meetings, multilingual family education, and participation in ELAC and DELAC.

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

Bullying must be addressed through prevention, supervision, and consistent follow-through. Students need to feel safe in class, during recess and lunch, after school, and in online spaces connected to school.

Schools should teach students how to identify and report bullying, make sure families know whom to contact, and ensure staff responds quickly. We can improve by training staff, listening to students and families, and providing clear consequences and support. Bullying prevention must be a shared responsibility among schools, families, students, and the community.

4. 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 between more affluent and low-income communities is significant because each school in our district has different demographics and needs. A common curriculum is important, but it is not enough by itself. Equity in education means providing each school community with the resources, staffing, and support needed for students to succeed.

The district must continue identifying where academic gaps exist and direct resources to the schools and students with the greatest needs. This includes additional academic support, intervention teachers, counselors, social workers, after-school and summer learning opportunities, tutoring, and strong family outreach.

The district can be most effective by making resources easy to access. Outreach staff, teachers, principals, and social workers should work together to connect students with

academic, mental health, food, technology, and enrichment support. Closing the achievement gap requires targeted support based on student and school needs.

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

Teachers deserve to work in a safe and respectful environment. While teachers have support through their union, the school board also has a responsibility to set clear expectations and ensure district policies are followed.

If elected, I would support clear procedures for reporting and responding to harassment, defamation, threats, and hateful language directed at teachers or staff. The district should make sure administrators respond promptly, staff know where to seek help, and serious incidents are addressed with the superintendent and legal counsel when needed.

Community members have the right to express concerns, but personal attacks against teachers should not be tolerated.

Board meetings and district communication should model respectful dialogue, and complaints about personnel should go through the proper channels.

Protecting teachers helps create the stable, respectful school environment students need to succeed.