

Berkeley Federation of Teachers Questionnaire

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Occupation: Safe Routes to School Coordinator / Senior Transportation Planner	Employer: San Francisco Municipal Transportation Agency
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Campaign ID Number:	Political Party: Democrat

Background

- **Which public offices have you held?** None before.
- **Briefly describe your educational background.**

I hold a Master of Regional Planning Degree from Cornell University, with a focus on environmental and land-use planning. I have an undergraduate degree in urban studies and Latin American studies from Cornell University.

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

I have been passionate about educational issues from a very early age. The foundation of this passion stems from working alongside my mother as a teen at our home childcare center. My mother, an early childhood educator, became a certified childcare provider through the support of the Mission Economic Development Agency (MEDA), a non-profit organization that helped Latinx childcare providers go through their child care licensing process. My mother taught me how rewarding it was to work with children and help them reach their developmental milestones. Supporting my mother with her childcare center during my teens was my first formative introduction towards

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the importance of early childhood education and citywide advocacy for funding early childhood education programs, such as First 5. My mom was a member of a union for home care workers and through her, I learned how important it was to organize and advocate for better protections for home childcare providers.

Currently, I oversee the Safe Routes to School program for the city of San Francisco where we serve 103 K-12 non-charter public schools with transportation safety education. I am also my agency's go to person for transportation related school safety requests (such as crossing guard and engineering requests) available to all 240+ public and private schools, prioritized by collision history and school size. I've led the expansion of the San Francisco Safe Routes to School program from initially serving only ~ 30 schools to now serving all 103 non-charter K-12 public schools in the San Francisco Unified School District (SFUSD). Furthermore, I am very proud of my work to ensure that schools have equitable access to transportation safety education and my work to increase enrollment and access to transportation affordability programs, such as Free Muni for Youth.

In Berkeley, I am the VP for Equity and Inclusion on the Berkeley PTA Council. In this capacity, I meet with equity leads at various school sites to discuss their equity related concerns. I'm also working on an anti-bias training for PTA officers in our district focused on gaining tools for interrupting biased beliefs and practices. As a BUSD parent, I have served on Cragmont's PTA and School Site Council and worked to better engage families of color through multicultural programming.

- **Briefly describe your work background.**

I'm a Senior Transportation Planner, with a focus on school safety issues. I have over 10 years of experience in the urban planning profession where I have worked on transportation and environmental justice issues, such as ensuring that children that live in high pollution neighborhoods have access to a network of clean parks and open spaces for recreational use. I've also

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previously worked as a Community Engagement Specialist with the Bay Area Air Quality Management District (BAAQMD). There, I launched a new grants program, the School Community Grants, which offered \$50,000 to school communities for projects that increase knowledge about the science of air quality, the relationship between air quality and public health, and the impact of air pollution on the global climate.

I currently oversee San Francisco's Safe Routes to School Partnership, where I lead a team formed by 4 non-profits and 4-government agency partners aimed at:

- reducing single family vehicle trips by 37%
- reducing school related collisions by 50%.

I work closely with San Francisco Unified School District in ensuring that all 103 non-charter K-12 public schools have access to transportation safety education, information about the SFMTA's crossing guard program, and information about how to report engineering concerns near schools. Our priority is to keep children, educators, and parents safe on their way to and from school.

- **Are you a union member?** Yes, I am a union member of Local 21.
- **To which unions have you belonged?** Local 21; Employee Association of the Bay Area Air Quality Management District.
- **Please describe your work with union members in previous positions.**
I'm an active member. Currently, I am working with a group of employees to advocate for better protections for disaster service workers requesting COVID-related benefits from work.
- **To what fraternal, professional, civic, or social organizations do you belong?**

I serve as:

- VP of Equity and Inclusion on the Berkeley PTA Council.
- Vice President of the PTA at Cragmont Elementary
- School Site Council at Cragmont Elementary.

I am also a member of the Chicano Latino Caucus of the California Democratic Party and a member of transportation advocacy organizations such as Bike East Bay and the San Francisco Bicycle Coalition.

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

I will seek endorsements from the Berkeley Council of Classified Employees (BCCE); the Alameda Labor Council; Berkeley Democratic Club; Latinos Unidos de Berkeley; Wellstone Democratic Renewal Club; Chicano Latino Caucus and other progressive groups.

- **Will you seek higher office?** Currently, I'm only focused on serving as Berkeley School Board Director.
- **How much money does your campaign expect to raise?**
\$10,000-20,000
- **How will you win?**

I will win by authentically engaging with community members in Berkeley about our schools and will run a grassroots campaign. Although social distancing makes it difficult to meet with people in person, I will call, email, and hold virtual listening sessions as a part of my engagement with our community on school related matters.

- **Please attach a complete endorser list.**

(See attached list)

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?

Although I support every aspect of the BFT Quality Education Agenda, there are certain sections which are key in closing the opportunity gap.

Public Education must be fully funded.

As a staunch supporter of Measures E, G, and H and the Berkeley Schools Excellence Program, I strongly believe in progressive taxation to fully fund our public schools. We must pay our teachers and educators a living wage so that we can retain a high caliber staff and maintain small class sizes. Our most vulnerable students in particular benefit the most for individualized instruction but to do this, we must continue to support a fully funded public education system.

In order to achieve educational equity, schools must partner with families and community members.

Strong community partnerships and culturally responsive staff play a critical role in closing the achievement gap. As someone who grew up in a low-income household with Spanish speaking monolingual parents, I know first hand how important Latinx community partners and culturally competent counselors at schools were in my own educational success. Similarly, in overseeing the Safe Routes to School program in San Francisco, I work closely with four community based organizations to provide culturally responsive transportation safety education for families in neighborhoods like Chinatown, Bayview-Hunters Point, and the Tenderloin so that vulnerable children can make it safely to and from schools. In schools where there are a high percentage of truant students, for example, I send culturally responsive community partners to meet with families and Student Attendance Review Teams (SART) and provide walking school bus support. The team of culturally competent community partners supports children with a history of absenteeism and provides incentives for children who walk to school in a “walking school bus.” These community partners work with families and staff at school sites to make the commute to school easier for underserved families and to improve school attendance. I believe that culturally responsive partnerships between schools, families, and community organizations are an integral part of closing the achievement gap.

All schools should educate the whole child.

I am a firm believer that culturally responsive and restorative discipline practices are important in closing the achievement gap. There are many vulnerable students who come to school with trauma from their home lives. Recently, I have been introducing the implementation of healing circles with counselors at schools where students face trauma as part of their commute, such as students who have been victims of gang violence on transit. These kinds of restorative practices are important in breaking the school to prison pipeline. In terms of culturally responsive practices, I am in favor of culturally competent IEPs where we include culturally responsive staff, such as our Family Engagement Coordinators and ELD teachers to accompany families from diverse backgrounds at IEP meetings and provide greater support for students.

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?

As a district, one of the greatest supports that we can provide to our English Language Learner (ELL) students is an updated Master Plan. With decreasing numbers of ELL students, our district is in need of an updated Master Plan that accurately represents our current demographics for English Language Learners. Furthermore, if we are serious about achieving parity in academics between ELL students and native English speaking students, we need to make sure that we lower the barriers for the reclassification of ELL students. In speaking to some bilingual education teachers, it is my understanding that the current system in place for reclassification can be quite onerous and that it would be better for students to be reclassified based on teacher recommendations. I am also very invested in making sure that the IEP process works for ELL students through culturally competent IEPs that include Office of Family Engagement and Equity (OFEE) staff and ELD (English Language Development) teachers.

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For two way language immersion programs, my priorities would be to explore ways to better support interdistrict transfers to make sure we can preserve the appropriate 50% ratio of native Spanish speakers. Due to gentrification, many of our Spanish language native speaking children cannot afford to live in Berkeley. Although I realize that this issue is complex, a priority of mine would be to work with bilingual educators and native Spanish speaking families to better understand how we can stay true to the appropriate 50% ratio of native Spanish speakers. I would also look for ways to better support second-generation Latinx families who are working at home to maintain bilingualism but are not being accepted into the bilingual programs because they are not fluent or native speaking. I would like to explore pathways for admission into our TWI program for these families and their needs should also be reflected in an updated ELL Master Plan.

3. What are your ideas around closing our equity gaps for African American students?

Closing the equity gap for our African-American students would require a district wide commitment. In San Francisco, I've been impressed to see how Latinx community organizations and families advocated for a districtwide Latinx Resolution to help close the achievement gap for Latinx students. Similarly, we should learn from best practices and focus on a district wide framework for our African American students. Currently, we only have an African American Success Project at one school in BUSD. I will support a district wide "African American Success Framework" (which our Superintendent has advocated for) that includes hiring additional staff to support African American learners. It's important that we think of the success of our most vulnerable students in a comprehensive way. In addition to this plan, I strongly believe that early intervention (at the preschool level, through TK for all four year olds) would help level the playing field for African American students when they enter kindergarten. Lastly, I would like to see the new iteration of the 2020 Vision include pilot interventions specifically for African American learners. I know that BFT has put a lot of thought and work into this very important

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question and I will engage with the union, both formally and informally, to understand your views on how best to serve our African-American 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?

In order to further the implementation of MTSS, we should appropriately fund the schools with a large population of high needs students. Schools should have the appropriate Response to Intervention (RTI) and Instruction staff based on their needs. Furthermore, I strongly believe in front-loading support for students at the beginning of their educational journey. When I served on the School Site Council at Cragmont, for example, we worked with RTI staff to fund math intervention at the younger grades which has thus far proven to be successful. These kinds of early interventions take time to evaluate and teachers need time to collaborate and strategize with RTI staff on what kind of evaluation would help them best. I look forward to learning more from teachers about their RTI needs at specific sites and better understanding what resources they need to further the implementation of Multi-Tiered Systems of Support.

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?

In order to interrupt the School-to-Prison-Pipeline, I will support the implementation and development of restorative justice programs as well as professional development for teachers in all grade levels on restorative justice practices.

Students at all grade levels need alternatives to exclusionary discipline, particularly black and brown students. As the mother of two boys of color, I

am very aware of the racial disparities in exclusionary discipline. Moreover, I am supportive of providing a comprehensive restorative justice curriculum for all students and will look for ways to partner with BFT on professional development in restorative justice practices, especially through the support of local nonprofit experts such as SEEDS Community Resolution Center. I am currently working with SEEDS on a restorative justice training for Safe Routes to School staff in San Francisco. Through my work, I see first hand how restorative justice practices can empower students to feel safer and view city staff as mentors vs. adversaries. With the Safe Routes to School program, we have introduced healing circles as a way to discuss transportation related trauma with high school students. Many students experience trauma or violence even before they arrive at school (ex. gang activity on certain bus routes or having to walk by high crime areas to get to school). By working with counselors at school sites to address travel related trauma, I have a clearer understanding of how to make certain bus lines safer for some of our most vulnerable students.

Additionally, we use a restorative justice model called the Muni Transit Assistance Program (MTAP) to make the commute on the bus to school safer for at-risk middle and high school students who depend on the bus to get to school. Under this model, we train transportation agency staff to de-escalate conflict on bus lines frequented by students in high crime neighborhoods. Many School Districts depend on “school resource officers” to support with conflicts on the bus. In my work, I prefer to de-escalate conflict with trusted MTAP staff who students can contact to anonymously report crime, potential gang activity, and any personal safety concerns that they have while riding certain bus lines. By helping to build an authentic relationship between students and MTAP staff, the program has succeeded in curbing gang violence on transit routes, improved student safety at bus stops, and ensured that thousands of children who depend on the bus for everyday transportation feel safe without the need to get school resource officers involved.

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

Strong evaluation, particularly for our most vulnerable students, is an important part of BUSD’s LCAP. However, I would look for other ways to evaluate the effectiveness of our actions beyond the California School Dashboard. For example, I would make sure that LCAP and the city’s 2020 Vision are working together to develop and evaluate pilot interventions for our most vulnerable students. I would also work with the Educator Advisory Committee (EAC) on developing creative evaluation tools to close the achievement gap beyond state standardized tests, such as a district assessment tool.

In my own professional experience, I have seen first-hand how teachers can be great evaluation partners for transportation programs. For example, for the San Francisco Safe Routes to School program, my team works closely with Student Attendance Review Teams (SART) teams to evaluate how different transportation related interventions can improve student attendance for vulnerable populations. For example, in Bayview-Hunters Point, we have worked with Urban Ed Academy, an organization that aims to narrow the achievement gap by increasing the number of black and brown male teachers in the classroom. Urban Ed teachers in training have developed a “walking school bus” (chaperoned walk) program where teachers meet high needs students at designated meeting points every morning and lead students on a chaperoned walk to school. At one school with a history of truancy, Urban Ed teachers in training pick up between 15-30 high needs students every morning and guide them on a walking school bus. Since these walking school bus programs started, Urban Ed teachers in training have documented a 30% reduction in truancy at one particular school. What I really like about this program is that it was developed by teachers and it has proven to be very successful in building a community culture of walking to school and reducing truancy in schools that serve a high percentage of students on Free and Reduced Price Meal programs (the metric my agency uses to evaluate “equity” for the Safe Routes to School program). For this reason, I

would look towards groups like EAC to guide our school district on creative evaluation for our unduplicated students.

In the era of COVID-19, and all the challenges with distance learning, groups like the EAC will play an important role in guiding the district on ways to best serve our most vulnerable students (ex. summer school for unduplicated students who are falling behind).

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

I am really impressed by the fact that there is a Teachers of Color Network as part of BFT. That in and of itself illustrates how serious BFT is about recruiting and supporting teachers of color. I had the pleasure of meeting with Lucero Lupercio and learning about the issues that our teachers of color are facing. Having worked with organizations like Urban Ed Academy as part of Safe Routes to School (an organization which aims to narrow the achievement gap by recruiting black and brown male instructors), I have seen first hand what an impact it makes on a child's life to have an instructor that looks like them. As a member of the School Board, I will be a staunch supporter of BFT's Teachers of Color Network and look forward to supporting :

- Better recruitment of teachers of color, including creating career pathways for teachers in training to become full-time BUSD teachers.
- Working with nonprofits like Urban Ed Academy in San Francisco on placing black and brown teachers in training at BUSD sites. According to Urban Ed Academy, less than 2% of America's teaching force are black males and less than 3% are Latino males. As a district that is strongly committed to equity, it's important that BUSD partner with organizations that are working hard to create career pathways for teachers of color.
- Working with BFT's Teacher of Color Network on ways to better support teachers of color who face microaggressions at work.
- Engaging with groups like the PTA council on implicit bias training for parent volunteers (I'm currently working on this training). I have

- witnessed many microaggressions towards teachers of color at school sites and this is unacceptable.
- Starting recruitment processes early in the school year and making sure that we host informational webinars for teachers of color who need support applying to BUSD positions.
 - Supporting a mentorship program for teachers of color in BUSD so that teachers of color who are new to the District can be matched with seasoned teachers who can help them with career related coaching and support.

Furthemore, making sure our teachers of color can afford to live in Berkeley is extremely important to me. I'll work with BFT and the City of Berkeley to see how we can better support teachers with affordable housing.

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?

I will work to ensure that we build district wide structures, such as a Latinx and African American resolution, to engage with parents of color and community organizations that serve these affinity groups on education related issues. As the VP of Equity and Inclusion on the Berkeley PTA Council, I am very aware that parents of color are often tokenized in groups like PTAs, where they are brought in to host cultural events but not to engage in important decision-making processes. For this reason, I support implicit bias training and equity circles for our site PTAs. As a School Board member, I will continue to work with the PTA Council on professional development for all our PTAs.

Other ways of ensuring that low-income parents are more involved in district level decision making processes include:

- Actively working more closely with community based organizations, like Latinos Unidos de Berkeley and PCAD to make sure that they are aware of important decision-making processes within the District.
- Ensuring that school related information is available in additional languages beyond Spanish. There are over 40 languages spoken in BUSD.

Currently, Arabic speaking parents have expressed concerns about not having information available to them in their native language. We can do a better job of sending home multilingual materials in additional languages that are reflective of our demographics.

- Support the use of interpreters for Back to School nights, especially at the elementary school level. These are great opportunities to engage with most of the families at the beginning of the year,

In my own professional experience I have been very successful in running a culturally competent district wide transportation program. The San Francisco Safe Routes to School program, for example, has multilingual community engagement staff available to provide pedestrian, bicycle, and transit education for families in neighborhoods like the Excelsior, Tenderloin, Bayview-Hunters Point, and Chinatown. Last December, for example, I received word about a school in Lower Polk street where parents felt unsafe walking to school due to personal safety issues in their neighborhood. I worked with a nonprofit called Tenderloin Safe Passage to design a community safety training for walking school buses in Arabic, Chinese, and Spanish. This training has been used as a model by other cities. Overall, BUSD can do a better job disseminating district related information in a culturally competent way (either through interpreters or providing translations in multiple languages). We can also build stronger relationships with community based organizations that are trusted by our families of color.

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?

Our preschool program is known for providing high quality education and for serving many low-income families in BUSD. This is wonderful and speaks to our values as a school district of serving our most vulnerable families at an early age. However, in speaking with kindergarten teachers, I am also familiar with the overall disparities in education that kindergartners enter with (some children know how to read, others do not know the alphabet). In other words, the achievement gap is already well pronounced when children enter

kindergarten. If funding and facilities are available, I would be very supportive of expanding transitional kindergarten programs so that all kindergarten students in BUSD come in with a similar baseline educational understanding. Furthermore, given the importance of helping children ages 0-5 better develop their gross motor skills, I am very supportive of better facilities for our preschool sites, such as an improved playground at the King Child Development Center.

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

In reading the 2017 Report conducted by Educational Strategic Planning LLC about our special education program, there are several key ideas in this report that I would like to explore to help BUSD maintain a reasonable budget for the Special Education Program. As a member of the School Board, I will advocate for hiring a Director of Special Education that is trained extensively in special education, finance, budget development, or budget monitoring. Furthermore, I am interested in working with District staff to find ways to decrease the number of nonpublic school placements. As a transportation planner, I am very concerned by the transportation costs associated with nonpublic school placements and would work with staff on finding ways to reduce this expense. Lastly, I strongly believe that hiring in-house counsel, like other Districts have, would be an important step in reducing our special education program’s costs.

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

On a general level, full inclusion to me means ensuring that children with IEPs can learn alongside their non disabled peers. However, I also believe that supporting differentiated instruction practices is important so that teachers can work with smaller groups of students with similar needs. In order for full inclusion to work, general education teachers need to feel adequately supported in the classroom. I have heard from some general education teachers that in BUSD we may need to explore in-school options that reduce

the need for nonpublic school placements but don't rely on a proliferation of special day classes.

As a School Board member, I want to hear from both special education and general education teachers at multiple sites about the different kinds of support that they feel would be beneficial in order for full inclusion to work in BUSD. I would be interested in having a consultant lead a working group with special education and general education teachers to evaluate which kinds of programs would best fit our district's model for full inclusion.

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 understand that our District will be facing severe budget cuts in the near future due to the financial implications of COVID-19 and we will need to be very cautious about any new expenditures. For me, the most important impact of any budget decision is how will this impact our students and our classrooms. Another important factor is to look at the evaluation of programs so we can better understand which programs are working well and which ones are not. As someone who oversees a \$2.8 million budget for Safe Routes to School, evaluation of our interventions through surveys has been very useful in helping me better understand which transportation related interventions are working best. Also, for any budget decision, I would like to know if there was robust community engagement before a recommendation was made. For me, the most important factor would be to understand the process by which a certain recommendation was made and if the process included the most vulnerable community impacted by that decision. Most importantly, I'd like to know how teachers and classified staff were consulted before recommendations are brought to the Board. Teachers understand what is happening on the ground and their input is critical in understanding how budget decisions will impact our classrooms. For this reason, I will actively seek out BFT's opinion on budget

related matters.

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?

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

One of the most important educational campaigns which I have led was the 2017 process to save the San Francisco Safe Routes to School Program. In 2017, the San Francisco Board of Supervisors threatened to slash Safe Routes to School funding for 2019-2021. These budget cuts would have prevented Safe Routes partners from conducting the robust, multilingual outreach that is necessary to keep children safe along some of the city's most dangerous streets. As a staunch supporter of safe and sustainable transportation for all children, I organized a campaign with teachers and parents to save the Safe Routes to School Program. We brought many parents and educators from neighborhoods, such as Chinatown, that rely on Safe Routes to School staff to help hundreds of children cross the city's high injury network (the 12% of streets where more than 70 percent of severe and fatal traffic injuries occur). I successfully advocated for fully restored funding for the program for \$2.8 million and in 2018, the San Francisco County Transportation Commission (SFCTA) approved full funding for this program.

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

In the winter of 2020, I worked closely with BFT in supporting the passing of Measures E, G, and H. I was proud to endorse all three measures and spent many weekends canvassing and knocking on doors all over Berkeley so that we

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could better support our schools and fund a 7% increase for classified staff and teachers. I enjoyed canvassing jointly with BFT members. I am a firm believer that if we want to retain our teachers, we need to pay them a living wage. I was thrilled when Measures E, G, and H passed!

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.

In the Fall, I was very impressed by the BFT mobilizations to spotlight the salary negotiations between the union and BUSD. I was also impressed with how BFT organized to highlight the poor conditions faced by special education teachers in Berkeley. I saw many teachers and parents of children with IEPs come together for this mobilization. The September mobilizations were the ones that resonated the most with me because they ultimately led to having the School Board support the ballot measures, which I also actively campaigned for.

Right to Organize

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

I am currently working with a group of colleagues at the San Francisco Municipal Transportation Agency (SFMTA) to develop a Racial Equity Action Plan as well as a framework for affinity groups (by race and gender) for SFMTA employees who want to create safe spaces to congregate and discuss professional development. I have also led several training sessions at my agency focused on dismantling a culture of sexism and racism in transit agencies in order to address microaggressions at work. In my own professional workplace, I am a leader on racial and gender equity issues and will continue to advocate for creating safe spaces for employees.

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?

The role of the Board is not just to represent management but to look out for the needs of the whole district, with students always at the center. As a firm believer in the importance of community engagement, I will always make myself available to employees including during the negotiations process.

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

During negotiations, my role is to listen to all sides and make sure we're facilitating a resolution that will work for employees, our school district, and most of all, our students. I have a great respect for BFT and I look forward to partnering with BFT on future negotiations and will always make myself available to authentically engage with its members.

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, cost of living, lack of affordable housing, and healthcare affect teachers. I was a staunch supporter of Measures E, G, and H precisely because our school district was one of the lowest paying districts in the region and I realize how important it is that we work to retain our amazing teachers. Starting in February of 2020, I canvassed many weekends for the campaign measures and was honored to work closely with BFT members to knock on doors and speak to voters about funding for our public schools. I also publicly endorsed the three measures. The cost of living in the Bay Area will continue to rise and

given COVID-19, we must continue to do everything we can to protect essential workers, like our teachers. I will continue to advocate for better benefits, including affordable housing, for 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?

Gentrification will continue to occur in Berkeley and, unfortunately, will continue to drive many of our low-income families out of BUSD. As the income divide continues to grow, we cannot afford to stop serving the needs of our most vulnerable students. In my current profession, I see many parallels between the economic inequalities in SFUSD and BUSD. As I do on the other side of the Bay, I will advocate for services, such as affordable transportation, for our most vulnerable students. In San Francisco, I have worked closely with SFUSD to streamline the process by which low income students qualify for Free Muni for Youth, our transit affordability pass. I will work closely with Alameda County CTC to ensure that our students and educators have access to affordable transportation. Furthermore, the era of COVID-19 has only served to magnify economic inequality in our district. As someone who experienced income inequality in my own upbringing, I will support initiatives to bridge the digital divide so that our most vulnerable students feel supported through distance learning.

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?

Although the long term implications of COVID-19 are still unknown, we may need to start thinking about the 2024 BSEP to either make sure we are prepared for the next pandemic or to relieve the impact of the one we are currently in. The values of BSEP which should be preserved in the 2024 renewal include:

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- making sure that we continue funding high quality instruction and appropriate staffing to ensure small class
- Continue funding our libraries, music program, and visual arts programs,
- Funding for counseling and behavioral health (which can also include funding restorative justice staff at the elementary school level)
- Continued funding for family engagement and access

One possible addition for a new BSEP measure would be to support our Office of Family Engagement and Equity to do more targeted outreach to additional demographic groups with BSEP funding. This could include targeted initiatives for:

- African American Achievement (could also come out of LCAP)
- Latinx student achievement
- Family engagement in Arabic (this has been requested by many Arabic speaking families)
- Funding for LGBTQ programs
- Funding for consent education at the K-12 level
- Funding for culturally competent IEPs for families of color
- Funding for District interpreters

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?

Yes to both questions.

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

I will attend upcoming virtual rallies and work with our PTA Council to ensure that the site PTAs are aware of the importance of closing the commercial property tax loopholes so we can better fund our schools. Activating site PTAs was an important campaign strategy for Measures E, G, and H and we should replicate this strategy to gain broad support for Schools and Community First.

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?

In order to preserve programs for students and create a balanced budget during this difficult time, we need to make sure that we are working with committees, such as the Educator Advisory Committee and the Parent Advisory Committee, to protect our students in the classroom. I've been impressed by the transparency in which BUSD and our Superintendent have been communicating with teachers and families about the upcoming budget cuts and timelines for reconvening various stakeholder groups. I will continue to make sure that we are transparent in our communications about the process by which we are making budget cuts and that our district conducts robust community engagement before making any drastic decisions.

Furthermore, because we are preparing serious budget cuts, we need to make sure that we are looking at evaluation of our programs to understand what works and where there is room for improvement. As part of the Safe Routes to School Program, I oversee a \$2.8 million budget and we use creative evaluation, such as pre and post class surveys, to better understand the success of our programs. I will work with our District to make sure we have similar evaluation tools in place. We should also be accounting for new COVID-19 related expenses, such as increased transportation costs, if there are public health limitations to how many students can travel via bus at one time. As a transportation planner, I know first hand that transportation agencies are already making projections for the implications of reduced ridership on our municipal buses. We should be doing the same with regards to our yellow bus school fleet.

Principles

25. Have you ever crossed a picket line? No.

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, I would be sure not to use any services on the boycott list, and would encourage my friends and colleagues to boycott as well.

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

Yes, proudly.

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

I will hold regular office hours to make myself available to BFT members and will reach out to BFT leadership to ensure that I have their perspective in mind when making decisions.

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.



5/4/20

Signature

Date