

**ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES**

2. Have you worked on any school committees or participated in any school activities recently?
Please list them.

Taught math at Encinal Junior Senior High for twenty-five years. Retired in 2022 with twenty-eight total years of High School math teaching service.

3. Describe any other community or business activities in which you have participated. describe your role, and whether your work was volunteer or employment-related

Served on the Membership Committee at the Family Club of San Francisco. Have been a contributing writer to the Alameda Sun newspaper for twelve years. Have created and sponsored a weekly Math Puzzle for the Alameda Sun for four years.

4. Why do you want to be a school board member?

Want to press for accountability in education and to promote transparency. The public should know competency rates for reading and math. Parents should know the effectiveness of their child's educational setting. I would like the public, particularly those who attend school board meetings, to know that they have an effective voice in public education. I would like to ensure that students are not trapped in lockstep education, that they have the opportunity to take rigorous courses, that they can race forward at their desired pace and invite challenge. I would like to expand things that actually work, as verified by standardized testing, and contract the things that are not working.

5. What do you see as the basic purpose of the public schools?

Develop productive citizens. Provide students with functional competency in reading, science, math, and writing. Develop thinking skills and logic. Gain maturity, a sense of personal responsibility and a clear vision of life. To learn ethics. To realize that they have agency to shape their lives and their future. To help them to realize that America is the land of opportunity and this is the best chance they have.

6. What is the role of the school board in the fulfillment of that purpose?

Making sure students have access to the schools, programs and classes that are working effectively. Providing measures of evaluating education. Expanding the learning environments that are working and contracting the environments that are not working.

7. How does the board's role differ from that of the superintendent?

The superintendent faces job security interests. He may be inadvertently mollifying parents for the sake of remuneration and a CalPers retirement. He may be incentivized to spotlight the non-academic good news, while eclipsing the academic bad news e.g. low literacy rates, low math competency rates, grade inflation.

8. What should be the relationship between the board members and the administration in the handling of school concerns?

Board members should identify areas for improvement, formulate and articulate remedial strategies and set measurable goals with deadlines.

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9. Briefly describe how you believe you will contribute to the educational process.

Demanding accountability in the form of revealing tests, the results of which are made public. By reinstituting some form of a high school exit exam. By reducing the size of the AUSD HQ battalion in order to have more money available to the actual learning environment i.e. the classroom.

10. What do you see as the strengths of the school district?

The schools appear safe and clean.

11. What do you see as the area(s) most needing improvement in the school district?

Expanded magnet schools like ASTI, and charter schools like ACLC. Rigorous classes that earn honors credits for motivated students.

12. What other pertinent information would you like the board to consider?

I believe in school choice. Students should not be trapped nor corralled in a holding tank or day care center for adolescents. Private school construction is now booming in San Francisco: at least nine schools planning, undergoing or recently completing expansions. We might ask, why is the public demanding greater access to private schools? These people who can afford to send their children to private schools are very intelligent and likely to make informed choices. Public schools attempt to achieve equity, a vague immeasurable woke quality, and mask achievement gaps, by holding back ambitious, intelligent students and curtailing opportunities to excel: e.g. no Algebra-I for 8th graders.

Thank you for completing the Candidate Application and Information Sheet.

Please note that the information provided here becomes public information and may be open to public inspection, including through a California Public records Act Request.

If you have questions about this application, please contact
Kerri Lonergan: klonergan@alamedaunified.org or 510.337.7187