

Don Macleay for Oakland School Board District 1

QUESTIONNAIRE
GREEN PARTY OF ALAMEDA COUNTY
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1. Motivation -- Why did you choose to run for School Board?

I have felt a deep and lifelong commitment to education ever since my first job in 1983 as a shop teacher. Part of why I am a candidate is admittedly personal because I have a child in the system, and part of it is just a general social commitment. The conditions of our schools, the constant loss of teachers, the overwhelming dropout rate, the low graduation rate and the high disparity of results between low income black and brown youth in public education and children of more affluent, usually white, middle class people like myself all add up to a crisis in my view. This is a crisis that deserves our time and urgent attention and it is one that I am more than happy and willing to dedicate myself to help resolve.

2. Program and Priorities -- Elected office provides the opportunity to proactively lead by placing new ideas on the agenda for consideration and development. What are some specific ideas you intend to pursue if elected? What do you believe are the main priorities for the School Board?

My specific ideas for improving outcomes for students, particularly students of color and from low income families, would be among what I believe should be the main priorities of the board. First and foremost, would be to get the majority of Oakland's eligible students to actually finish high school – a change that would rectify the current situation where most do not. We are distracted from this overwhelming fact by our discussions of standardized test scores and rating competition between schools. This unacceptable number, the overwhelming failure rate, belongs to us all and it is 100 percent the responsibility of the OUSD board to fix it. If elected to the board, I would support declaring a special urgent time frame, something like an emergency period, in which to divert resources to truancy and retention until we have made a major change.

Another specific change would be to restore a sense of unity, trust, and optimism among teachers, parents, and students. Nothing can be achieved without hope and confidence. Parents must be able to trust the schools to really provide a good education and school experience for all the students. There is a big fear that students who do not have a parent advocating for them will fall between the cracks and that only large problems will be dealt with. Students, especially black and brown students, do not trust the schools to really care about them. They see, at first hand, the irrelevance of career-based decisions, the neglect of school services, and the avoidance of responsibility. Students know how schools in the suburbs look like and they get an ugly message that quality schools and facilities are not going to be provided for them. Few teachers, parents or students have not experienced some form of disappointing administration of the schools, whether in assignments, work roles, providing support from IT to repairing toilets or

something as simple as losing a registration form once it has been handed in.

One of the ways that we could restore trust and build community is through the site councils. In practice, many schools need to have site council elections that are more representative of the parents and more independent of the principals. The duty of the OUSD board should be to take the lead in holding and monitoring site council elections and serve as a conduit for site councils to have their concerns truly heard.

Another beneficial idea to embrace would consist of recreating traditional “Whole,” “Healthy,” and “Neighborhood” schools”: We need to bring back “Whole Schools” with art, foreign languages, civics, music, shop and sports at all the city’s schools; “Healthy Schools” with organically grown food in school campus gardens, health education classes, and staff school nurses; and “Neighborhood Schools” that serve as an anchors for communities with adult education classes, after-school clubs, civic center activities, and public-use auditoriums. The public schools should play an active role in helping low-income families make their way out of poverty. After-school programs would provide an advantage for working families because the school grounds would occupy their children with various activities supervised with adults from the local neighborhood who would be accountable for knowing where their children were. The programs could include cooking classes, karate, T-Ball, basketball, tutoring programs, music lessons, art projects, and many other actives that all students could enjoy for free at the play centers, gymnasiums, or in empty classrooms. After-school programs not only would help working parents know where their children were at all times of the working day, but also improve and foster their children's physical health and intellectual development, and play a positive role in keeping students in school.

3. Qualifications -- Please give a brief summary of your background and qualifications for the office of School Board member. If you are a current School Board member, what issues can you point to in your time as Board member that have had a positive impact? As a Board member what can you tell us about your service on the Board, and share with us the decisions you have made in this capacity that you believe made a difference in the functioning of the School Board?

I graduated from a machinist program at a Montreal trade school in Quebec Province and followed that up with welding programs in Vancouver, British Columbia, and “computer numerically controlled” (CNC) training in Oakland, California. I graduated from Laney College with two A.A. degrees, and received a B.A. degree (Phi Beta Kappa) from San Francisco State University. I worked as a journeyman machinist for nineteen years in English and French Canada, Mexico, Nicaragua, Italy, Germany, and the United States. Since 1998 following a work injury I have worked as a computer network technician. For decades I volunteered in the Oakland and Berkeley public schools and worked with many East Bay political groups and business associations. To prepare for this office I have had a large series of public engagements having previously run twice for local office.

4. School Ratings and Evaluations – How do you rate the Oakland schools? Name the success and shortcomings?

I would accept as a rating the summary statistics compiled by the Academic Performance Index (API), which is required by the state’s Public Schools Accountability Act of 1999, as a measure of the academic performance and growth of the Oakland schools. But a far more important question is for what purpose? To rate the success and shortcomings of schools and teachers? As a former

shop teacher, I am pro-teacher and thus I totally reject the current public mood that unfairly blames over-worked teachers for the poor results from our underfunded and over-sized classrooms with large student-teacher ratios, and that incorrectly presumes that all teachers and schools can be judged and evaluated accurately and fairly by standardized test scores or by a special blend of selected background variables. The bottom line is that parents should not have to leave their neighborhood just to move into another area to ensure getting their children into a school that they see is rated better in some important aspects. I favor more choice at one's neighborhood school, creating less need for parents to choose to pack up and move to another neighborhood.

5. Budget -- What changes to the OUSD budget would you suggest? (include changes to revenue).

Instead of budgeting to decrease class sizes and lower student-teacher ratios, the OUSD has spent hundreds of thousands of dollars on no-bid contracts, new six-figure central office positions, and has given raises to top administrators. If I am elected to the school board, I will spend less on upper-level administration salaries and outside consultants, and instead direct that money to school sites to support interventions that directly benefit students. Overall, I will balance the need to maintain reduced class sizes, which are strongly correlated with both teacher retention and student achievement, by "chopping from the top," finding new school revenues, actively supporting progressive taxation measures, avoiding needless outside consulting costs, and forming community partnerships. I would prioritize spending on bringing back libraries, coaches, languages, arts, and civics, which will admittedly require spending more money in the classroom. My number one focus will be to look at all administrative costs, especially upper-level administration salaries, included in school spending percentages and I will try to find ways to cut them, while at the same time preserving the essential services performed by classified employees in classrooms, administration, maintenance, and security.

6. LCFF & LCAP -- How do you see the impact of the new Local Control Funding Formula and the role of staff and parents/community in LCAP?

The local Control Funding Formula requires school districts to involve parents in planning and decision-making regarding local needs as well as in developing Local Control and Accountability Plans. It admittedly has some positive features. It is a weighted funding mechanism aimed at low-income, English-learner, and foster home students that comes fortunately at a time of a relative upswing in the state budget. The implementation of the requirement that funding mechanisms involve the input of the community is of critical importance. The school board ought to work primarily with parents and other labor/community activists in comprising the LCAP boards, and the much smaller group of charter school lobbyists, members of shadowy non-profits and school administration bureaucrats, should not be allowed to dominate the decision-making process. If elected to the school board, I will publicize to my constituents when the LCAP boards meet – a vital piece of information that is too often not easy to know. I will encourage folks to attend and I will hold the LCAP accountable for its decisions.

7. School Properties: What are your thoughts on maintaining current OUSD sites/properties? Should any sites be shared with charter schools?

State law requires the OUSD to share facilities equitably with all public school students, including charter public school students. Because the current board is committed to obeying the law and

ensuring to a site-seeking charter the equitable access to OUSD sites and properties, I am disappointed that the California Charter Schools Association (CCSA) saw no alternative but to sue the OUSD over this issue. In terms of evenhandedness and fairness in their service to all of Oakland's students, the CCSA in practice ignores the obligation of the city's charters to implement equitable practices that would eliminate the competitive advantages that they enjoy over the traditional schools.

8. Discipline: Do you believe the current OUSD policy on suspensions is effective? What role do you envision for restorative justice programs?

The suspension process is spelled out in detail by the OUSD Administrative Regulations, but the policy's effectiveness is being improved by expansion of restorative justice programs. As one of the founding members of the Police Accountability Coalition, both as an individual and as a member of supporting groups, including the Oakland Justice Coalition, PUEBLO, and the Green Party of Alameda County, I am a long-time advocate of restorative justice programs. Oakland has admittedly made some headway using restorative justice in order to avoid disciplinary problems resulting in detentions and expulsions or referral of discipline troubles to the police. But more can be done. If elected to the school board, I will institutionalize restorative justice practices at every school site, commit to providing restorative justice counselors at every school, and take a closer look at practical restorative justice family-group conference meetings that might help take the process a step further.

9. Truants and Drop-outs -- What do you suggest we do about the truants and those who have dropped out?

I consider the "failure rate," the unacceptable number of truants combined with those who have dropped out of school, to be the main challenge facing the OUSD board. We must get the majority of Oakland's eligible students to actually finish high school – a change that would rectify the current situation in which tragically most do not. As I have stated above, this unacceptable number, the overwhelming failure rate, belongs to us all and is the responsibility of the OUSD board to fix it. If elected to the board, I would push for the OUSD to declare the situation to be an emergency, transfer lots of people to the task of getting these young people back in school, and accept that such an effort will not be perfect. What more of an emergency do we need? Some of these kids will die in street violence, most will get involved in crime, and all will enter the job market with a strike against them. This non-graduating group is comprised of mainly black and brown youth who are overwhelmingly economically disadvantaged and are often, through no fault of their own, on track to have trouble finding employment. Our own OUSD Superintendent tells us that most of them will eventually find themselves arrested. If we had to close all kinds of administration offices for a couple months and go visit every family affected, it would be worth it.

10. Charter Schools -- What should Oakland's policy be around charter schools? What would you propose, if anything, in lieu of Charter schools? Do you distinguish between the different types? Would you support putting charter schools under the union contract? What are your views on 'common enrollment' and the 'equity pledge'?

I believe that privatization of any type or form is a threat to the great American institution, as championed by Horace Mann in the era of nineteenth century antebellum reform, of genuinely free,

tax-supported, citizen-controlled public schools for all the nation's children. I thus support the position of the national NAACP, The Movement for Black Lives Matter, and Journey4Justice that has called for a national moratorium on charter schools. Oakland already has too many charter schools. Moreover, the recent Alameda Grand Jury report found that OUSD has "no plan in place" to manage the "proliferation of charter schools." Not only am I pledged to support a moratorium, but I am further pledged to work for and vote for changing OUSD's school improvement strategy away from increasing the number of charter schools to a plan that would recreate a model of whole, healthy and neighborhood traditional schools – schools with art, foreign languages, civics, music, shop and sports, with organically grown food in school campus gardens, health education classes, and staff school nurses, and with adult education classes, after-school clubs, civic center activities, and public-use auditoriums.

I support putting charter schools under the union contract. The role of the OUSD board is that of an employer, and it should bargain in good faith with its employees. Good faith bargaining in the public sector is more of a partnership with both sides working to make the whole agency successful. As a board member I feel it will be my job to make sure that board members take full responsibility for the process and its results. Between contracts, the OUSD board should play a role in making sure that dispute resolution is timely and fair. There should be times when teachers, and their union representatives can bring stalled issues to the board to seek expedition. The OUSD is also the charter issuing authority, and as such should practice its oversight of charter schools in general. One of the items I will keep an eye on is the relationship between the charter managements and the charter school teachers, who are in effect paid by the city's taxpayers.

My views on "Common Enrollment" constitute another reason for my support for a moratorium on more charter schools. The larger pressing reason for a halt to their proliferation is the extent to which the wealthy investor-class of supporters of charter schools has introduced new varieties of confusion, inequity, and corruption into public education. "Common Enrollment" exemplifies these disturbing and at times unforeseen conditions.

What is called "Common Enrollment" must not be confused with the English words "common" and "enrollment." Common Enrollment is more of a Policy and/or a brand name with a whopping price tag. It also comes with a strange feature that attaches the charter schools to the OUSD-managed schools on an opt-in basis decided by the charter schools. If this sounds a bit one-way in favor of the charter schools, it probably is, and entirely so if the charters do not have to pay for it. Some parents and teachers are understandably concerned that Common Enrollment is a way to make it easier for students to leave normal public schools and go to charters.

The idea that neither the public schools nor the charter schools should be trapping in any parents or making it hard to prefer a school of either types has its merits, but Common Enrollment is offering us "school choice" in lieu of "school improvement." The idea that we shop for schools the way we pick out a restaurant has been taken too far. Why would parents, including myself, want to send their child to anywhere other than a local school that serves as an anchor for their entire neighborhood? Trying to make sure local schools have what the parents and students are looking elsewhere to find would be a much better problem to begin to fix. Looking at all the options for running a school district enrollment process should include more than one group trying to make a sale. There are other software packages out there. I would like to see if there is not one that, besides not losing filed applications, also integrates keeping student, parent and volunteer records in a systematic way, maybe to the inclusion of using district-wide ID cards.

The glossy and expensive flyers that have already blanketed Oakland neighborhoods have

camouflaged enrollment reform from being seen as it truly is: basically a sales presentation printout of a slide show. If there is a business proposal on the table, such as a proposed contract from the Common Enrollment promoters who will extract from us a guaranteed steady stream of taxpayer money to use their “algorithms,” it has not yet been attached to any “report” on the OUSD board meeting website.

A public consultation about what parents, teachers and administrators would like to see made as improvements in an enrollment system should be placed on the agenda of the OUSD board. If we are going to have transparency, then this issue will have to be put on the agenda. Maybe something will happen somewhere, but my son’s school has not sent me any invitation to anything such as this. Nor does the board show any interest in learning what other school districts do, or how they do it while integrating with their general computer database systems. And a discussion about why parents are not finding their neighborhood school good enough is also not yet squarely on the board’s agenda, unless I missed seeing it in some small print.

I am opposed to any “Equity Pledge” that does not genuinely come from the demands and needs of the larger school community, gives away public school resources to charter schools without necessary accountability measures, and rewards charter schools with greater access to students, facilities, and funding. I will not support any agreement that is not able to hold the charter schools accountable for any failure on their part to: (1) guarantee that all schools in the OUSD have similar rules of governance and analogous policies for both measuring academic achievement and (2) support one another in the sharing of teaching methodologies and curriculum innovations designed to craft the best possible learning environment to fit the needs of all Oakland students. Any agreement must eliminate the current competitive advantages that charters have over the traditional schools, such as “counselling out,” dismissing students without due process, having greater access to funding opportunities, decreasing the number of teachers represented by labor unions, and acting in any manner whatsoever that is claimed to be justified by their not being required by law to honor their pledge. Common sense rules of fairness based on morality dictate that the charters be held accountable to the citizens of Oakland.

11. Testing and Teacher Evaluations -- What should our policy be around Student Testing and Teacher Evaluation? Do you see alternatives to the use of mandated standardized tests in meeting local, state and national education goals? How much are we teaching to the test now, and what should we be doing different if you feel it should be different?

As a former shop teacher, I am pro-teacher and I thus reject the current public tendency that blames over-worked teachers for the poor results from our underfunded and over-sized classrooms, and that incorrectly presumes that all teachers can be judged and evaluated by standardized test scores. Along with many others, I am in favor of reducing the number of standardized tests students take. One simple alternative to mandated standardized tests would be to give the same tests, but only to a random small sample of students, not to each student. Perhaps more predictive of how students are learning would be to allow a wide range of approaches to make an assessment, such as written reports and oral presentations – all designed to capture skills like creativity and scientific literacy as well as to reveal a student’s knowledge of essential facts and theories. I am open to all suggestions of what might serve as alternative test measures.

I have observed, however, in many classrooms a focus on the theoretical side of almost every subject and a day-to-day practice of making students spend a horrible amount of time sitting

at a desk getting ready for tests in classes that have one, and only one, real goal: college preparation. Ask anyone involved and most will agree that we need to accent the applied, but when it comes to changing the school day or doing something different, most of what results is an addition of some word problems and maybe an “experiment” or two in laboratory.

Anyone who has gone to trade school can recall the routine of learning based on doing projects. Basic electronics? We started by building a radio from scratch. The math, the materials, the science, all come into play when one winds a coil and sets the variables to capture a resonant frequency that tunes in a station. But project based learning is hardly the only way to be teaching the practical.

All across the curriculum there exist possible links from the subjects we supposedly teach to what is going on in the world around us. History can be linked to the morning news. Geography, language, and art can be connected to our international place in the world. Math can take us to electronics, but it can also take us to filling out a tax return or to calculating the actual dollar amount of the percentage of the gate won by a famous prize fighter.

For the most part, bringing relevancy to content is not a problem that needs loads of money to fix. It needs teachers and administrators who are willing to open themselves up to a transformation that would keep the standardized tests from driving our kids back to their desks within the confines of the classroom walls. Time needs to be taken to modify the curriculum to get students out of their chairs and doing things and even making things -- activities that will help them grasp the concepts of their core coursework. The work of curriculum development takes deliberate review of existing projects that have already been designed and learns how to use them effectively. It is admittedly hard, albeit rewarding, work, and anyone who tells you that there are lots of insurmountable problems is just plain wrong. Almost any trade or skills training program accomplishes these tasks every day. There is not much new, just a need for new technology subjects and a sex and race discrimination free environment. Fortunately, there is already a lot of work being done along these lines. For a small example see: http://www.ct4me.net/math_resources_3.htm#Math&EverydayLife. Some other resources could be found looking for STEM applications to the “real world” of everyday life.

12. *Common Core -- What are your views on the use of the proposed Common Core curriculum?*

Common Core is now the California Standards. Widely misconstrued and misinterpreted, the standards are more suggested than proscribed, but they outline sets of skills and knowledge thought necessary for success in college and careers. Overall, what is referred to as Common Core is an education item that seems to have a positive veneer. It is marketed as a curriculum designed to encourage more critical thinking in virtually all academic fields, although there are some abstract, technically impossible macro-approaches, that are often inappropriate at the targeted grade level. The big problem is that it is still tied to a standardized testing regime, even though California opted out of some of the old testing requirements. With *Every Student Succeeds Act (ESSA)* having replaced the *No Child Left Behind Act (NCLB)*, states will have more leeway around these requirements. Some states might reject Common Core, but definitely not California. The Gates Foundation paid largely for the development of Common Core and it has become a financial windfall for the textbook/testing companies. If elected to the OUSD board, I will advocate for flexibility on curriculum for teachers and school sites, minimizing the use of standardized tests, and encouraging parents to build an “opt out” movement.

13. Small Schools -- What are your ideas on the experience in the OUSD with 'small schools' ad/or 'academies'?

The establishment of a few “small school” or academy” charters has perhaps reduced the size of students attending a nearby overcrowded school, resulting in the latter having a chance to make changes beneficial to its remaining students. But as an endorsed-candidate of the Oakland Justice Coalition, I am pledged to support a moratorium on new charter schools in California and committed to establishing a quality traditional public school in every neighborhood of Oakland.

14. Central Resources -- How do you think the allocations of central resources should work and how should that relate to local school funding? How can there be greater balance in different socio-economic' communities in the city?

Regarding allocations of central resources, there ought to be a prioritization of flatland schools to prevent the flight of students out of their respective neighborhoods, not only to the charter schools, but also to the public schools in the lower and upper hills. Secondly, there should be a rapid reduction in both the number and salaries of highly paid administrators and consultants. Finally, funds should be prioritized for class-size reductions and lower student-teacher ratios as well as for students with special needs.

15. City/Government Relations -- How should the City of Oakland support the OUSD, and education in general?

The OUSD board members should constantly lobby the City Council for help by way of: (1) enacting progressive tax measures to achieve a relocation of resources to the flatland schools; (2) sharing services and facilities with the city’s libraries and recreation centers; and (3) demanding strict zoning regulations around charter schools to protect student safety and access. Items to look into should include discussing transportation and housing for educators and students, resisting the gentrification linkages to charters, and maintaining the existing traditional public schools. Perhaps discussing the role on school campuses of the Oakland Police Department should also come under items to look into.

16. Police -- What is your position on Campus police? How would you create an environment where police are not needed?

I am committed to providing restorative justice counselors at every school and working toward a decreased police presence on all school campuses. Oakland has made some headway using restorative justice to avoid escalations to detention and expulsion or referral of discipline problems to the police, but more needs to be done.

In regarding creating a campus environment where police are not needed, I am in favor of trying to stop the high crime of making school a boring, if not somewhat oppressive, institution with a drudgery of desk work with a misplaced focus on standardized tests and test taking. When coupled with a neglect of the other aspects of school, public education becomes an irrelevant, negative, and angry part of being young.

Where did we get the idea that school should not be fun? Where did we get the idea that by making it possible for all kids to have a chance at college, no kid will get a chance at learning technical skills or Spanish, not to mention learning how our government works, how to apply for a job, how to type, how to use a computer, how to fix a computer, how to drive a car, how to fix a car, how to insure a car, how to file taxes, how to open a bank account, how to rent an apartment, how to check a circuit breaker, and what to do in case of an earthquake?

Maybe if school offered more of the things related directly to our real lives, young people might find it useful to study them? In point of fact, after-school programs that offer projects for the young people to make their own are shown to have improved student participation and lowered dropout rates. In short, fixing the irrelevant school curriculum problem is part of solving the dropout problem. Just imagine: school could become a place where students want to be.

17. Unions -- What do you think of the relationship between the OUSD and the unions? What would you propose it should be and how would you act on that?

As a supporter and member of labor unions for my entire life, I will stay directly informed and in contact with the leaders of the teachers' union and the administration. With the support of another labor-friendly board member, I hope to be able to get labor relations issues onto the agenda to allow program oversight questions to be publicly asked of management, especially when there is a problem. There should also be an opening on the agenda for the teachers and their representatives to make proposals directly to the council.

18. Adult Education -- What is your position on Adult Education?

As a product of a French-language adult educational system for my own trade school training as a machinist in Montreal, Canada, I am a supporter of adult education. I consider the OUSD board's decision to shut down adult education before it had a new system to replace it to have been a misguided -- a crime that destroyed decades of public investment in a system that served thousands of residents. It was committed because "reality" was a short term budget problem that was solved by doing a long term damage to our educational systems. Where do people do their high school equivalency preparation? Where do they learn English? Where do they finish up their diplomas if they did not graduate? In other districts, if at all, or, for the most part, not at all. The OUSD voted to throw those programs and people to the winds and just take the money. If I am elected to the school board, I will work to restore traditional "neighborhood" schools that would serve as anchors for communities with adult education classes.

19. Vocational Education -- What is your position Vocational Education?

I am a strong advocate of vocational education. If elected to the school board, I would propose that schools the schools bring back practical learning, more electives that students can develop personal projects around, and vocational training.

20. 'Academics vs. Electives' -- What is the proper balance between academics and sports, arts and other electives? Do you support using organizations such as Play Works to provide sports, arts and other electives formally provided by staff before the series of cutbacks?

The debate over whether academic courses, such as United States History, should take priority over electives, such as Automotive Shop, is unproductive because it fails to take into account what students themselves desire to become proficient in doing with their lives.

Many corporations and wealthy celebrities have donated money to the efforts of Play Works because this local nonprofit has improved outcomes for thousands of kids nationwide through engaging, active, structured play. I agree that kids need to play and that play-based programs are immensely beneficial, but ideally I would still desire such electives to be provided by school staff.

21. The School Day -- What is your opinion on the length of the school day and the role of before school and after school programs?

Given the needs of Oakland's working families, I would shape the length of the school day experience to best support parents who work from nine to five. Working parents need to know where their children are at a certain time of the school day from Monday through Friday. Before-school and after-school programs would provide an additional advantage for working families because the school grounds would occupy their children with a morning breakfast or various after-school activities supervised with adults from the local neighborhood who would be accountable for knowing where their children were. After-school programs could include cooking classes, karate, T-Ball, basketball, tutoring programs, music lessons, art projects, and many other activities that all students could enjoy for free at the play centers, gymnasiums, or in empty classrooms. After-school programs not only would help working parents know where their children were at all times of the working day, but also improve and foster their children's physical health and intellectual development, and play a positive role in keeping students in school.

22. Accountability/ responsibility -- How do you propose making yourself accountable and accessible to the citizens of Oakland? How might this relate to policies advocated for by the superintendent?

Nothing stops a school board member from meeting with anyone involved in the school system or with anyone who lives in the city of Oakland. I will stay directly informed and in contact with the citizens of Oakland by leaving my office door open for all to meet with me. >From such meetings with the public I would bring issues back up in council. Because I would not regard my duty as a board member to be automatically in support of the policies advocated for by the superintendent, my accessibility and accountability to the public would not be in the role of a mere defender or predictable spokesman for the superintendent's plans or actions.

23. Money in Politics -- Do you support amending the Constitution to end corporate Constitutional rights and getting money out of politics? Have you <https://mail.mitcon.org/owa/redir.aspx?SURL=iAkRMMyYaV2zGxGovZ_r9FS4aKKGuO37r5M0uJICYM1IU1LB45c3TCGgAdAB0AHAAcW6AC8ALwBtAG8AdgBIAHQAbwBhAG0AZQBuAGQALgBvAHIAZwAvAHAAAbABIAGQAZwBIAA..&URL=https%3a%2f%2fmovetoamend.org%2fpledge> Taken the Pledge to Amend? (<https://mail.mitcon.org/owa/redir.aspx?SURL=ZG76Y3fKotjs1jRTrCHGoweikyQakvefzDeF5i0_75U1LB45c3TCGgAdAB0AHAAcW6AC8>

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pled>https://movetoamend.org/take-pledge-amend)

As a Green Party activist, I have fought for decades against the court rulings that have undermined representative democracy and obliterated a century of campaign finance laws. My answer to both questions is "Yes."

24. Endorsements -- Who has endorsed you so far? By whom do you expect to be endorsed? Who are you endorsing, from President all the way down ballot to local races?

I have been endorsed by the Oakland Justice Coalition and the Association of Oakland Education. I expect to receive the endorsement of the Alameda Labor Council and the Parents United for Public Schools. From the national presidential race to Oakland offices at the bottom of the ballot, I am endorsing and voting for the candidates endorsed and/or favored/recommended in the Alameda County Green Party Voter Guide.

25. Campaign Funding -- How much money do you currently have for this race? How much money do you plan to raise? Where will the money come from? Describe sources of financial contributions for your campaign that you would refuse to accept (if any).

My campaign hopes to exceed its initial expectation of raising more than \$15,000.00. Cash-on-hand is not yet reported, but is approximately \$3,000.00. The first formal fundraiser is scheduled for September. My campaign does not accept contributions from corporate interests, super-PACS, or shadowy nonprofits.

26. Anything Else? -- Is there anything else you would like us to know about you?

No. I am well-known among all the those currently serving on the County Council of the Green Party of Alameda County.

Thank you for taking the time to fill out this questionnaire.