

Santa Monica Democratic Club

2026 School Board Candidate Questionnaire

Thank you for your interest in the Santa Monica Democratic Club endorsement. Candidates seeking the endorsement of our Club must complete and return the following questionnaire. Only registered Democrats are eligible for our consideration. Submitting this questionnaire constitutes acknowledgment that its contents are now part of the public record and may be reproduced and distributed by the Santa Monica Democratic Club.

Please send the completed questionnaire to smdemocrats@gmail.com by 11:59pm on June 8, 2026. Interview appointment times with our Executive Committee will be scheduled on a first come first served basis for the weekend of June 20/21 as the questionnaires are returned.

None of these questions shall be construed as litmus tests. There are no questions that must be answered a certain way to be considered for our endorsement.

General Information

Candidate Name: Alicia Mignano

Email Address: Lcruz.alicia@gmail.com

Candidate's Current Occupation: Small Business Owner, and Sales Consultant

Candidate's Employer: Los Gorditos, and Sysco

What qualifications do you bring to this office?

It has been an honor to serve my community as an SMMUSD School Board Member and Board President. I came to public education leadership as a parent through ELAC and DELAC, advocating for our English learner and multilingual learner community. That experience drove me to run in 2022 and earned me this Club's endorsement.

Since being elected I completed California School Boards Association (CSBA) governance training, was nominated by my fellow SMMUSD board members and then elected by school board members across 30 school districts in Region 24 to serve as a CSBA Delegate Assembly Member. I also serve as a Director of the Los Angeles County School Trustees Association. I have advocated for school funding in Washington D.C. and have served as Board liaison to the DELAC, Special Education, Financial Oversight, Facilities, and Health and Safety committees.

I have helped protect Language and Literacy Interventionist positions, helped lead the Measure QS campaign and oversee major facilities improvements funded through the measure, and strengthened our cell phone policy. I am also working to preserve educator positions by supporting an active citizens initiative school funding measure. Advocating for multilingual learners, students with disabilities, and addressing the overidentification of Latino students in special education has always been central to my work.

I have visited every school in our district on multiple occasions and as many members of

our community know, I'm always just a phone call away. I am a proud parent of a current SMMUSD student.

Why are you running?

I am running because there is still important work to do. We must continue supporting our most vulnerable students, protecting the programs and staff that help students succeed, and delivering on our commitments to the community.

It has been an honor to serve this community, and I am running to continue that work.

What are the top issues of your campaign, and how do they differ from other candidates in this race? How do you plan to address those issues once elected?

My top priorities are securing the funding needed to retain the staff our students depend on, improving outcomes for multilingual learners, and supporting innovative programs that help students succeed.

I am particularly focused on advancing changes that better serve multilingual learners and supporting the UCLA Short-Term Academic and Therapeutic Support (STATS) pilot. These efforts provide targeted support for students who need it most and help improve long-term outcomes.

What distinguishes me is not only my experience as an immigrant student learning English in the public school system, but also my record of turning those values into action. Throughout my term, I have consistently advocated for students, protected critical student supports, and remained deeply engaged with families, educators, and community stakeholders. I will continue building on that record by championing the staffing, programs, and investments that help every student thrive.

Please list all endorsements received to date (individual and organizational).

Tony Vazquez, State Board of Equalization
Maria Leon-Vazquez, SMMUSD, Board Member
Laurie Lieberman, SMMUSD, Board Vice President
Jennifer Smith, SMMUSD, Board Member
Dr. Richard Tahvildaran-Jesswein, SMMUSD, Board Member
Jon Kean, SMMUSD, Board Member
Laura Hernandez, Community Leader/SMMUSD Parent
Rosario Guzman, Community Leader
Maria Becerra, Grant Elementary Parent
Hugo Lopez, Grant Elementary Parent
Danielle Borgia, SMMUSD Parent
Michelle Crandlemire, Grant Elementary Parent
Costa Bargelotes, LAUSD Retired Teacher & SMMUSD Parent
Alana Fineo, Will Rogers Parent

Perla Garcia, SMMUSD Parent

I am seeking endorsements from the Santa Monica-Malibu Classroom Teachers Association (SMMCTA), Service Employees International Union (SEIU) Local 99, Community for Excellent Public Schools (CEPS), the Santa Monica Democratic Club (SMDC), Santa Monicans for Renters' Rights (SMRR), the Los Angeles County Democratic Party (LACDP), the Stonewall Democratic Club, and the Los Angeles/Orange Counties Building and Construction Trades Council, AFL-CIO.

How long have you lived in Santa Monica or Malibu?

I've lived in Santa Monica since July 2020.

Where else have you lived?

I was born in Mexico and moved with my family to South Central Los Angeles in the 1990s. We later relocated to Portland, Oregon, where I lived for most of my childhood and young adulthood. Portland was the first place I experienced stability and strong public schools, and it is where I met my husband.

My husband and I chose Santa Monica as our home so our son could benefit from excellent public schools and enrichment opportunities.

Will you pledge to serve on the School Board for your entire four year term?

Yes.

What is your history of watching, attending, or speaking at SMMUSD School Board meetings? (If incumbent, prior to your own service.)

From my first day as an SMMUSD parent, I was deeply involved through my school's English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC), PTA Council, school reopening committees, safety committees, facilities improvement committees, and regular attendance at Board meetings.

Campaign Finance

How much money have you raised for your campaign to date?

\$5,000 in commitments

How much do you intend to raise by Election Day 2026?

\$25,000

Candidates for local office often choose not to take campaign contributions from particular types of organizations or industries who are out of step with their own values. Are there any such sources from which you would decline donations? If so, which?

Yes. I would decline contributions from any organization whose business practices or values are inconsistent with public education, student well-being, or the public trust.

Party / Activism

How long have you been a registered Democrat?

I've been registered as a Democrat since July 31, 2019, when I became a naturalized citizen of the United States.

Have you ever been registered as a member of another political party, or as Decline To State?

No. I have always been registered as a Democrat and have never been registered with another political party or as Decline to State.

If so, which party and why?

N/A

What is your experience with political activism?

Education, healthcare, and immigration are among the issues I care about most. Over the years, I have volunteered on numerous campaigns and causes through canvassing, phone banking, community outreach, rallies, and wherever help was needed. I also served as a delegate to the California Democratic Party State Convention in 2025 and 2026.

Have you ever volunteered or worked for a political campaign other than your own, and if so, in what capacity were you involved?

Yes. I have volunteered for numerous Democratic campaigns over the years through canvassing, phone banking, voter outreach, event support, and other campaign activities. These campaigns included supporting Democratic candidates for local, statewide, and national office, as well as progressive ballot measures. My involvement has been as a volunteer; I have never been paid campaign staff.

Which political candidates and/or ballot measures have you endorsed or supported publicly in the past? Please list as many as possible, *especially where you endorsed during a contested primary.*

The Santa Monica Democratic Club's 2026 voter guide recommendations for judicial candidates, ballot measures, and state candidates; the Santa Monica Democratic Club slate in 2024, 2022 and 2020; Governor Gavin Newsom; and Jay Chen. Measure GS, Measure SMC, Measure QS, and Measure MM.

While living in Portland, Oregon, I also supported Governor Kate Brown, Jo Ann Hardesty for Portland City Council, and State Senator Michael Dembrow.

This is not an exhaustive list, but it includes many of the candidates, measures, and Democratic causes I have supported since becoming a citizen.

Have you ever signed for or publicly supported efforts to recall a public official from office?

No

If so, please list the name(s) of the officials and why you felt they should be recalled.

N/A

Please list any organizations with which you are a member, including any leadership position you have held in each organization.

SMMUSD Board of Education — Board Member and Board President

California Democratic Party — Delegate (2025–2026)

California School Boards Association(CSBA) — Delegate Assembly Member, Region 24

Los Angeles County School Trustees Association (LACSTA) — Director

Santa Monica Democratic Club — Member

Santa Monicans for Renters' Rights (SMRR) — Member

Edison's Parent Teacher Association — Member and Volunteer

Please confirm that you have read the latest version of the California Democratic Party Platform, as found below. List any items in the CDP Platform with which you disagree.
<https://cadem.org/wp-content/uploads/2026/02/CDP-Platform-2026-FINAL-Platform-Adopted-2.22.26.pdf>

Yes, I have read and agree with the CDP platform.

District Governance & Finance

What are your top priorities for SMMUSD over the next four years?

My top priorities for SMMUSD over the next four years are keeping student well being at the center of every decision, maintaining the staffing needed to support students, improving outcomes for multilingual learners, and expanding evidence-based interventions that help students succeed academically and emotionally.

This includes ensuring that students who need additional support, such as our Olympic High students, have access to the resources, programs, and caring adults that help them succeed. I also want to ensure the district remains fiscally stable while continuing to invest in strategies that improve student outcomes.

How do you assess SMMUSD's current approach to public engagement and transparency?

SMMUSD has made significant investments in communication and family engagement through ParentSquare, school site and district advisory committees, community

meetings, and public board meetings. Family engagement is also a core component of our LCAP.

We offer families an exceptional level of access to district staff, the superintendent, and board members. Our board meetings are open to everyone, with the option to join and speak remotely through Zoom. Our decisions are made in public, debated in public, and voted on in public.

What specific steps would you take to strengthen public trust, ensure meaningful community input, and maintain accountability in Board decision-making?

My role is to stay accessible, ask questions, and make sure the voices we hear actually shape what we decide at the board table. We have built real tools to make that possible. Our district website, newsletter, ParentSquare, and regular communications from Dr. Shelton keep families informed. District Advisory Committees and working groups bring community voices directly into decision making. Our ELAC and DELAC gatherings create dedicated space for our multilingual learner families. And our board meetings are open to everyone, with the option to join and speak remotely through Zoom so that participation is not limited by who can show up in person.

How would you approach working with the Superintendent and district staff to effectively implement Board policies?

Effective governance starts with understanding your role. As one of seven board members, my job is to help set policy and direction, not to manage staff or run schools. That distinction matters, and respecting it is what makes the partnership work.

In practice, staying connected means staying informed. I read the Friday memos and board agendas, I ask a lot of questions, and I share articles with the Superintendent when something feels pressing. A lot of our conversations happen over the phone while he's driving between schools and events. Those informal moments matter just as much as the formal ones.

I also serve as liaison to several District Advisory Committees, which keeps me grounded in what families and staff are actually experiencing and gives me a direct channel to bring those concerns forward.

And we have a solid formal process too. We use CSBA's Gamut system for policy guidance, policies are reviewed regularly, and proposed changes go through public board meetings where board members can ask questions and make sure everything aligns with our goals for students.

For me it comes back to relationships and communication. That's what makes the partnership between the board, the superintendent, and district staff actually work.

How do you assess the district's current financial position, and what steps would you take to ensure long-term fiscal stability?

SMMUSD is in a stable financial position with a positive certification from the Los Angeles County Office of Education, a local revenue and property tax base of over \$142 million, and approximately \$34 million over our LCFF entitlement. About 82 percent of our budget goes to salaries and benefits, which reflects our values.

But we are navigating real pressures. Healthcare benefits rose 9 percent and continue to rise. We are currently in negotiations with our bargaining units. And we are facing the potential loss of approximately \$12 million in city funding, which is the equivalent of 73 teacher positions.

That is why the citizens initiative school funding measure is so critical right now. It would provide a dedicated funding stream to protect educator positions and the programs our students depend on.

Given the district's Basic Aid status, how should funding priorities be set during periods of economic uncertainty?

My priority is to protect the staffing, programs, and services that have the greatest impact on students, particularly our most vulnerable learners, while maintaining the district's long-term fiscal stability. Funding priorities should be guided by a needs assessment and the district's core mission: to provide extraordinary achievement for all students while simultaneously closing the achievement gap. As a Basic Aid district, SMMUSD has some advantages, but we are still affected by changes in property tax revenues, enrollment, and economic conditions.

Our priorities should continue to be informed by the Local Control and Accountability Plan (LCAP), which is developed through community input and aligned with state priorities. This process helps ensure resources are directed where they are needed most.

Do you support the currently proposed parcel tax measure for SMMUSD? Why or why not? In your answer, please address how you evaluate the measure's structure, its relationship to the joint use agreement, and how the District should ensure accountability for the use of these funds.

Yes. I support the measure because it would provide a stable, locally controlled funding source to protect the staffing, programs, and services our students depend on. The current funding agreement with the City provides approximately \$12 million annually to SMMUSD, the equivalent of roughly 73 classroom teachers. Replacing that funding is

critical to maintaining student support and avoiding cuts.

Strong public schools are one of the reasons Santa Monica is such a desirable place to live. Investing in our schools strengthens the entire community. The measure includes important accountability provisions: funds stay local, cannot be used for administrator salaries or new construction, and should be subject to regular public reporting.

The measure is separate from the joint use agreement, and I support continuing strong partnerships with the City while ensuring our schools have the resources students need to succeed.

What is your assessment of Malibu unification, and what remains to ensure financial and educational equity for both Santa Monica and Malibu students?

Malibu unification has been a complex, years-long process. A Board subcommittee, including Jon Kean, Laurie Lieberman, and Dr. Richard Tahvildaran-Jesswein, worked with consultants and the City of Malibu to develop the framework and financial agreements that would make separation possible.

It is clear to me that Malibu wants to become its own independent school district and is committed to pursuing that goal. The financial agreements approved by the Board are an important first step, but many steps remain before unification can occur.

The process has required a tremendous investment of time and resources, and there was a real possibility that the effort could have moved forward without agreements that protected Santa Monica's interests. I believe the Board acted responsibly by negotiating terms that provide greater certainty and financial protection for both communities. Moving forward, the focus should be on ensuring a smooth transition and maintaining strong educational opportunities and fiscal stability for students in both Santa Monica and Malibu.

Based on results from the first few years of implementation, do you believe that 2022's Measure GS should be amended? If so, how and why?

Measure GS has provided important support for the district, and my focus is on ensuring those funds are used as intended and with full accountability to voters.

Students & Learning Climate

What specific steps would you take to improve student outcomes across the district?

How should success be measured?

We use a Multi-Tiered System of Supports, or MTSS, to structure how we serve students. Tier I is strong classroom instruction for all students. Tier II adds targeted support for those who need more. Tier III provides intensive intervention for students with the greatest needs. The goal is to identify and support students early, before small

challenges become big ones.

That means starting with Tier I instruction. Every student deserves a high quality baseline, with our multilingual learners and students with disabilities fully centered from the very beginning, not as an afterthought. I came to this work as a parent through ELAC and DELAC, and supporting our English learner community has always been central to my focus.

It also means tackling chronic absenteeism. Kids cannot learn if they are not in school, and behind every chronically absent student is usually an unmet need, whether that's health, housing, or safety.

We measure all of this through our LCAP and School Site Plans for Student Achievement, and we tie it together through our budget.

How should SMMUSD support student mental health and well-being, and what role should schools play in this area?

Schools cannot separate academic success from student well-being. A child who doesn't feel safe, connected, or supported cannot learn.

I believe every student should have at least one adult at school who they feel connected to. That sounds simple, but it's actually the foundation of everything else we do.

SMMUSD has invested seriously in this. Our Wellness Centers give students a place to go when they are struggling. Our PBIS framework builds a culture of belonging across school sites. Our Social Emotional Learning curriculum gives students real tools to understand and manage their emotional lives. And our partnerships with community health providers mean students can access support that goes beyond what any school can provide on its own.

Our climate surveys matter too. When we ask students how they feel about their school and actually listen to the answers, we get honest information about where we are falling short and where we are getting it right.

Schools should be places where every student feels known, valued, and supported. SMMUSD is building that, and I want to make sure we protect and expand it.

In light of increasing political pressure on public education nationwide, how should SMMUSD approach decisions around curriculum, instruction, and inclusive learning environments?

SMMUSD should continue following California law and state guidance while keeping students at the center of every decision. We are fortunate to be in California, where districts have clear direction from the state. Our focus should remain on creating schools where every student feels they belong and has the opportunity to succeed academically.

How should the District address persistent disparities in educational outcomes among different student groups?

Addressing persistent disparities starts with being honest about what we are measuring and who we are listening to.

Test scores tell us part of the story, but only part. Empathy interviews, focus groups, and listening sessions with students and families, especially those whose voices are least often heard, contain information that no standardized assessment can capture.

I've seen this in my own experience with our multilingual learner community. Data can tell you a student is below grade level. It can't tell you they are supporting their family at home, navigating a new country, or sitting in a classroom where no one speaks their language. You only learn that by listening.

I want us to expand how we measure success, pairing our LCAP and School Site Plans with real qualitative information gathered directly from our communities in ways that are linguistically and culturally accessible.

Disparities persist when we design systems without fully understanding the people they are meant to serve. When we listen first and act on what we hear, we build something that actually works for every student.

What is your approach to school safety, including the role (if any) of law enforcement on campus?

School safety is about creating conditions where every student feels secure enough to learn, and that requires a layered approach.

I believe there is a place for law enforcement in our schools. Our assigned School Resource Officer is a real part of our school community, someone our students and families know and trust.

But safety is bigger than any one person or program. It starts with belonging. A student who feels connected to their school, who has a trusted adult in their corner, is a safer student. That's why our investment in Wellness Centers, Positive Behavioral Interventions and Supports (PBIS), and Social Emotional Learning is inseparable from our safety work.

I'm also proud of programs like the Parent Project, which brings together SMPD, the school district, and social workers to support parents and students who are struggling. That kind of collaboration across agencies is the right model. It treats safety as a community responsibility, not just a school one, and it meets families where they are rather than waiting for a crisis to escalate.

Safety means students can walk into any school in this district and feel known, supported, and protected. We build that through relationships, through community partnerships, and yes, through a law enforcement presence that is trusted and accountable.

How should SMMUSD balance the use of screens and digital learning tools with concerns about student attention, social development, mental health, and academic outcomes?

Dr. Shelton, with the help of our site principals, put together a technology working group, bringing together staff and parents to help us answer this question thoughtfully rather than reactively.

My instinct is that balance means prioritizing human connection, collaboration, imagination, and hands-on learning as the foundation, with technology serving those goals rather than replacing them.

What role should technology play in the classroom, and where, if anywhere, should limits be placed?

Technology plays an important role in the classroom, but not all technology use is the same and we have to be clear about the distinctions.

There is a difference between personal devices and district instructional technology. Personal devices, particularly smartphones, are a distraction and our phone policy addresses that directly. District instructional technology, when used intentionally, can open up learning in powerful ways.

There is also a difference between active and passive use. Students actively using technology to create, collaborate, research, and solve real problems is very different from students passively consuming content. We should be designing for the former and limiting the latter.

For our youngest learners especially, the priority should be hands-on learning and building relationships. Those early experiences of exploration, play, and human connection are foundational and no screen should get in the way of that.

Technology can also be a powerful equalizer. Voice to text supports students with dyslexia and dysgraphia. Translation tools help newcomer students access content in their home language. Tutoring tools provide personalized support to students who do not have access to a private tutor. Used this way, technology directly advances our commitment to equity and belonging.

The most powerful learning happens when students are talking to each other, working through real problems together, and engaging with their community. Technology should

support those moments, not replace them.

What is your position on the use of artificial intelligence tools in classroom instruction at SMMUSD? What specific guidelines or limitations, if any, should the District adopt to govern their use?

AI tools have the potential to support student learning. They can help differentiate instruction, give students real-time feedback, and free up teachers to focus on the relationships and critical thinking that no algorithm can replace.

But potential alone isn't enough. We need to be intentional, moving deliberately rather than just chasing the latest technology, and making sure every tool we bring into our classrooms actually serves our students and reflects our mission and values. Our mission is: extraordinary achievement for all. Our vision is to develop versatile lifelong learners and global citizens. And our core values of diversity, equity, inclusion, belonging, curiosity, and empowerment have to guide every decision we make, including this one.

That is why SMMUSD has established a technology working group with parent, staff, and high school student representatives from every school site, facilitated by the Los Angeles County Office of Education, to help guide these decisions thoughtfully.

Any framework we develop needs to center strong student data privacy protections and a commitment to equity so these tools expand access for all students rather than deepen existing advantages. And whatever guidelines we adopt, we need to invest in professional development so our teachers feel confident navigating this rather than figuring it out on their own.

Do you support a “bell-to-bell” ban on student cell phone use, similar to the policy recently adopted by LAUSD? Why or why not, and what considerations should guide how such a policy is implemented at SMMUSD?

For the 2025-2026 school year, SMMUSD adopted a policy limiting mobile devices during the school day, ahead of California's Phone-Free Schools Act, which requires districts to adopt a policy by July 1, 2026. I am proud that our district got ahead of this.

Our policy is tailored to the developmental needs of elementary, middle, and high school students, with appropriate exceptions for health, safety, and educational needs. As with any policy, it is important to monitor implementation, gather feedback from students, staff, and families, and evaluate its impact on student learning and well-being. Consistency across school sites is also important to ensure expectations are clear and applied fairly.

What is your assessment of how the District handled recent changes to the music education program, and what principles should guide decisions involving arts education, program restructuring, and community engagement moving forward?

No changes have been made to our elementary music program. When our new VAPA coordinator began sharing ideas with the community, there was a strong reaction, and that reaction told us something important: our families are deeply invested in arts education.

Any changes to beloved programs have to be shaped by community input from the beginning. Engagement has to happen early and often.

Community

What role should the District play in providing early childhood education, and how should expansion be funded while maintaining accessibility and quality?

Early childhood education is one of the highest leverage investments we can make. The research is unambiguous: what happens in the earliest years shapes everything that follows, and schools that invest early spend far less catching up later.

SMMUSD is committed to this. We have Transitional Kindergarten at our elementary schools and demand is outpacing what we can currently supply. That tells us families trust us and want what we offer, and it means we have to think seriously about how we grow responsibly.

We are also centralizing our preschool programs, which is an opportunity to improve quality, consistency, and access across the district.

Funding early childhood education well requires state investment, federal support, and thoughtful local prioritization. I will always advocate for early childhood to be treated as the core educational program it is.

Do you support the [Club's resolution](#) calling for a citywide ban of artificial turf on locally owned public land?

I take the Club's concerns seriously, and the health and environmental questions around artificial turf deserve careful, evidence-based consideration. That is exactly the process we are following.

For elementary fields moving forward, I support natural grass. We have engaged Dr. Jim Baird, a Turfgrass Specialist at UC Riverside, and commissioned an NV5 study. At our June 18th board meeting we will gather information from experts and community members. We are collecting as much information as possible to make the best decision, not the fastest one. In the meantime, temporary grass is going in at Franklin Elementary.

At the middle and high school level, we have had artificial turf for a number of years and we simply do not have enough fields to meet demand. Our students need space to be active, to practice, and to compete. Removing artificial turf without a viable alternative would directly harm them and carries significant financial costs the district would have to

absorb.

What role should public schools play in preparing students to be engaged, critical thinkers and participants in civic life?

Public schools are where democracy is practiced, not just taught. And I've seen that come alive in our district in ways that genuinely inspire me.

Kindergartners at Malibu Elementary writing letters to legislators about banning zoos. Middle schoolers at JAMS defining real problems and crafting real solutions. Samohi students shaping our sustainability curriculum resolution. Team Marine showing up to city council meetings to fight for natural grass. Students speaking at board meetings about math textbook adoption. Students organizing their own candidate forum. Students volunteering on District Advisory Committees and bringing toys and letters to children in detention centers.

These young people weren't waiting to be invited into civic life. They just showed up.

That's what happens when we design learning around real problems that matter to them. When students have agency and believe their voice matters, they rise to it every time. California's Seal of Civic Engagement recognizes that civic participation is part of what we're preparing students for, and project based learning throughout our district is what makes it possible. SMMUSD is already doing this well, and I want to make sure we protect and expand it.

Ballot Measures

Do you support the California Billionaire Tax Act, which would impose a one-time emergency 5% tax on those worth more than \$1B? Why or why not?

No. While I support a fair tax system, I oppose the California Billionaire Tax Act because it bypasses Proposition 98 and fails to provide dedicated funding for public schools. Major state revenue measures must protect and strengthen our constitutional commitment to education funding, ensuring stable, predictable resources for the staff and programs our students rely on.

Do you support the state ballot measure which would require voters to present government-issued identification when casting ballots? Why or why not?

I don't support voter ID requirements because I believe voting should be as accessible as possible for eligible voters. I would rather focus on improving voter participation while maintaining the safeguards already in place.

Do you support the proposed state taxpayer initiative which would limit the ability of local governments to raise revenue through certain taxes and fees including real estate transfer taxes? Why or why not?

No. I support local control and believe communities should retain the ability to make decisions about local funding. Limiting local governments' ability to raise revenue

could restrict investments in essential public services, including public education.

Do you support the proposed ballot measure which would set aside 25% of the airport land for 3000 units of affordable housing, in addition to the remainder which would become a Great Park? Why or why not?

To my knowledge, this proposal is not currently scheduled to appear on the ballot. If a specific measure is presented to voters, I would evaluate it based on the details of the proposal and community input.

Additional Questions

If elected, how would you attempt to interact with the Santa Monica Democratic Club and other political organizations to ensure community buy-in on new proposals?

Since joining SMDC, I've been an active member. I have enjoyed participating in the many activities the different committees plan, and always look forward to attending our general monthly meetings. Whenever possible I will work with the SMDC to support progressive proposals.

What is the most important topic that was left off of this questionnaire?

The topic I wish had been on this questionnaire is immigration, and the impact this political moment is having on our families. Many of our students and families are living with real fear right now, fear of separation, fear of what happens when a parent doesn't come home, and that fear doesn't stay at the door when a child walks into school. The district has been working with community organizations to make sure families know their rights, know they are supported, and know that our schools are safe places for every child regardless of immigration status.

Please describe whether and how you used generative AI tools in preparing your responses. If elected, how would you use these tools in governance, if at all?

Yes, I used AI to help prepare my responses today. English is my second language, and I use AI as an editing tool to help me express my ideas more clearly in writing. The ideas, the experiences, the positions, those are mine.

But honestly, anyone who knows me knows I'm not someone who hides behind screens or emails. I'd rather meet for coffee, jump on a call, or sit down face to face. I love real conversation and real connection. That's how I do my board work and how I build relationships with families, staff, and community members.