

Del Mar Union School District	Pick Two			
Candidates (* = responded by the original deadline)	Helen Doyle	Gee Wah Mok incumbent	Bill Porter	Danielle Roybal
<p><i>What do you think is the biggest challenge your school district will be facing over the next 2-4 years?</i></p>			<p>Like many districts across the state of California, student enrollment numbers have declined since 2020, when our nation was faced with the deadly COVID-19 pandemic. During this time, many parents disenrolled their children to home school them, or sent their children to private school. At the same time, a suffering economy with excessive job losses kept many young families from moving into the Del Mar Union School District (DMUSD) school boundaries because of high mortgages and rental rates. The birth rates have also declined over the years. In addition, across California, many families have moved to other states due to political differences or because of the high cost of living in California.</p> <p>This declining enrollment trend has not improved for many districts across the state of California including the Del Mar Union School District which has now created the issue of underutilized facilities across the school district. With this said, the DMUSD is not funded by student enrollment numbers (Revenue Limit). DMUSD is funded using a Local Control Funding Formula (LCFF) called a, "Basic Aid" Community Funded school district which provides a higher funding base as compared to a Revenue Limit school district. With this said, district families at all nine district elementary schools have an expectation that their neighborhood school should receive the same amount of programs, resources, and funding as the rest of the district schools even if their school has low enrollment numbers. This creates possible educational and resource inequities.</p>	

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<p><i>What has the District done well in the last 2-4 years? What has the District not done well in the last 2-4 years?</i></p>			<p>The Del Mar Union School District is an exceptional school district with highly trained teachers and staff who provide high leverage and engaging educational experiences for students in modern 21st century personalized learning environments. The District also has a strong educational vision executed by developing a 5-year strategic plan designed by a variety of District stakeholders including parents. This well-designed strategic plan is then monitored during the year and annually using key performance indicators aligned with the goals within the strategic plan.</p> <p>One communication area the District can improve on is helping parents understand how District budgets are created and spent in addition to helping families with students living with disabilities understand the special education process more clearly as defined by the Education Code. Supporting parent understanding in both of these key areas will increase transparency and trust between the District and parents.</p>	

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<p><i>How should performance be measured: For a Superintendent? For a Principal? For a teacher?</i></p>			<p>Measuring employment performance should be done using both formative, summative, and anecdotal data garnered from a variety of sources. With regards to the Superintendent, performance should be measured by how the district is meeting their annual strategic performance goals, how the Superintendent communicates, collaborates, and followsthrough with the initiatives dictacted by the Board of Trustees, and how district stakeholders view the standing of the District.</p> <p>Principals should be evaluated in a similar manner as the Superintendent with the exception of the involvement of the Board of Trustees. There are standards used to evaluate the performance of both the Superintendent and school site administrators in California called, "California Professional Standards for Education Leaders" or (CPSEL) that addresses leadership performance using time-tested research based methodologies so that each school or district leader can be evaluated fairly on a yearly basis.</p> <p>School site leaders are evaluated using performance indicators such as school site academic achievement progress, student engagement levels, attendance levels, parent involvement levels, and school safety, etc. Using a data-driven evaluative performance tool, levels of trust, respect, and collaboration should also determine the effectiveness of both site and district leaders.</p> <p>Teachers are evaluated using the California Standards for the Teaching Profession in six key performance areas. The six key performance areas are 1. Engaging and Supporting All Students in Learning, 2. Creating and Maintaining Effective Environments for Student Learning, 3. Understanding and Organizing Subject Matter for Student Learning, 4. Planning Instruction and Designing Learning Experiences for All Students, 5. Assessing Students for Learning, and 6. Developing as a Professional Educator.</p>	

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<i>How should student success be measured?</i>			Student success should be measured in multiple ways including academic achievement, attendance, and engagement levels. Students should want to be at school because they feel connected and involved within their school community. Student success can also be measured by using standards-based learning goals and success criteria.	
<i>What endorsements have you received to date?</i>			I am endorsed by the San Diego County Democratic Party, the North Coastal Area Democratic Caucus, the San Diego Democratic Education Alliance, the Del Mar California Teachers' Association (DMCTA), and over six former Del Mar Union School Board members.	
<i>1. The school board is accountable to parents and students and should place parents and students at the forefront of decision making that impacts our students and schools.</i>			SUPPORT	
<i>2. Sometimes it's ok to implement programs and resources without clear validation and/or proof of impact and measurable outcomes.</i>			OPPOSE	
<i>3. Diversity, Equity & Inclusion (DEI) is the top priority for our district.</i>			SUPPORT	
<i>4. Provide tutoring/college entrance counselors AT NO ADDITIONAL CHARGE to all students in the District.</i>				
<i>5. Strict adherence to merit-based academic standards and grading practices in our District.</i>			SUPPORT	
<i>6. Implement Ethnic Studies in the district even if the state mandate is not funded or operationalized at the state level.</i>				
<i>7. Prioritize providing ongoing racial/critical social justice (anti-racist) trainings for faculty and educators.</i>			SUPPORT	
<i>8. Implementing the National Educators Association (NEA) Jewish Affairs Caucus Antisemitism Checklist into our District's official policies, process and procedures.</i>			SUPPORT	
<i>9. Maintain/add more GATE/Seminar/Honors/AP options for all students.</i>			SUPPORT	

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10. Official school District condemnation of - and response to - discrimination, harassment, and/or hate crimes perpetrated against Jews, Zionists, and Israelis should be implemented with the same parameters, consequences and intensity as condemnations of discrimination and hate crimes against other protected minorities.			SUPPORT	
11. Oversight inside classrooms to ensure teachers don't use or teach unvetted (unapproved) resources or materials that violate School Board Policies, state legislation, existing state Ed Codes, and/or Federal Constitutional/Civil Rights protections.			SUPPORT	
12. Implementing the International Holocaust Remembrance Alliance (IRHA) Definition Of Antisemitism into our District's official policies processes and procedures as adopted by the US Dept of Ed & Office of Civil Rights (EO).			SUPPORT	
13. Implement racial/critical social justice (anti-racist) activism in our District's policies, processes, and procedures.			SUPPORT	
14. The classroom is a place for learning fact-based, objective lessons.			SUPPORT	
15. Implementing, supporting, and promoting BDS in our district.				
16. Prioritize District funds towards equitable programs over academic programs.			OPPOSE	
17. Instructional topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.			SUPPORT	
18. Partnering with the Liberated Ethnic Studies Model Curriculum Consortium (Website, Instagram) & aligned organizations or liberatory educators, including those inside the Coalition for Liberated Ethnic Studies.				
19. School is a place for all students to be themselves and learn in an open, safe, and empowering environment.			SUPPORT	
20. Teachers should be able to use materials, sources, and/or content during lessons even if those materials have not been formally vetted or specifically approved by the school board.				

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21. District resolution reaffirming Jewish student and faculty value and the District's staunch condemnation of all forms of antisemitism as adopted by the US Dept. of Ed & Office of Civil Rights (EO).			SUPPORT	
22. Full transparency for curriculum and syllabus (including full list of all approved materials, books, resources, etc.) for every class/course in the District.			OPPOSE	
23. Launching (or re-launching) a "Superintendents Jewish Parent Committee" to partner with the School Board once a month [or quarter, or as needed] on issues, hate incidents, and concerns facing that specific, protected minority group.			SUPPORT	
24. Hire liberatory-based consultants, including Liberated Ethnic Studies, and/or their associated organizations to provide services to our District (examples: train our District's teachers, help create new curriculum, vet or test or measure results for existing or new curriculum on behalf of the District, advise on DEI practices/ programs/ initiatives; and/or support ethnic studies, history, english, math, science, social studies, etc.).			SUPPORT	
25. Our District policies, processes, and procedures should promote fairness, equality, safety and academic success for all our students that uphold all district, state, and federal legal and ethical parameters.			SUPPORT	
26. Anyone who in any way defames, harasses, or belittles anyone based on their actual or perceived race, religion, sex, sexual orientation, national or ethnic origin age, or disability should not be permitted to engage with our District's students, teachers, programming, or curriculum			SUPPORT	
27. Objectivity, diversity of ideas, and fact-based learning is paramount to preparing our students to be global citizens.			SUPPORT	
28. All District staff, educators, administration, and school board trustees should inform, listen, and actively engage with parents and community members.			SUPPORT	
29. Clear goals, objectives, and metrics have been established for our DEI efforts in our District.			SUPPORT	
30. Diversity of people, ideas, and viewpoints is key to the success of our District, our teachers, and our students.			SUPPORT	

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31. Performance-based evaluations of teachers throughout the District.			OPPOSE	
32. Setting and achieving successful goals for literacy rates and math aptitude scores of District students			Superintendent, Principals	
33. Failure of the District to follow District and/or State Ed Code and/or Federal Law & Guidelines			School Board, Superintendent	
34. Due diligence of resources, programming, and consultants used in the District to ensure it adheres to all District, state and federal standards, codes, and laws			School Board, Superintendent	
35. Determining, overseeing, and assessing the District's measurements of success			School Board, Superintendent	
36. Setting clear goals, objectives, and metrics for any DEI efforts, policies, or programs			School Board, Superintendent	
37. Assessing the success or failure of the District's DEI programming			School Board, Superintendent	
38. Setting clear goals, objectives, and metrics for any Restorative Justice efforts, policies, or programs			School Board, Superintendent	
39. Responsible for assessing the success or failure of the District's Restorative Justice practices			School Board, Superintendent	
40. Informing, listening, and actively engaging with parents and community members			School Board, Superintendent	
41. Implementing, including funding, of programs and resources with clear validation and/or proof of impact and measurable outcomes			School Board, Superintendent	
42. Addressing ineffective or problematic teachers in the District's schools			Superintendent, Principals	
43. Developing measures that will accurately gauge the teacher's effectiveness as an instructor and outcomes for teachers based on the results			Superintendent, Principals	
44. Proactively upholding Title VI of the Civil Rights Act of 1964 which "protects students from race, color, and national origin discrimination. This prohibition encompasses discrimination, including harassment, based on a student's actual or perceived: (1) shared ancestry or ethnic characteristics, or (2) citizenship or residency in a country with a dominant religion or distinct religious identity."			School Board, Superintendent	

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<p><i>45. Ensuring accountability and consequences for violating Title VI of the Civil Rights Act of 1964 which "protects students from race, color, and national origin discrimination. This prohibition encompasses discrimination, including harassment, based on a student's actual or perceived: (1) shared ancestry or ethnic characteristics, or (2) citizenship or residency in a country with a dominant religion or distinct religious identity."</i></p>			School Board, Superintendent	