

Cajon Valley Union School District	Trustee Area 5		
Candidates (* = responded by the original deadline)	Alex Welling (submitted after deadline)	Oday Yousif	Jim Miller*, incumbent
<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>I believe the biggest challenge our school district will be facing is raising test scores, specifically in reading, writing, and math. Since 2014, scores in these areas have fallen below the state average. Unfortunately, the current administration downplays these metrics, focusing instead on subjective factors like student happiness. While student well-being is important, we cannot sacrifice core educational outcomes. Rebuilding a strong foundation in reading, writing, and math will take time, and it will require thoughtful development of new, consistent curriculum to ensure the success of our students.</p>	<p>DNR = Did Not Respond</p>	<p>The biggest challenge for any school district in California will be the State budget shortfalls. Fortunately for Cajon Valley over my time on the board we have built a significant reserve over the State mandated minimum. In addition our enrollment has been increasing, the only San Diego area district to do so that I know of, which increases our annual allocation from the State. However, facilities are aging and the only way to address physical buildings and long term maintenance is bond funding.</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>One of the key successes was its early decision to reopen schools during the pandemic. This effort, led by parents, allowed students to return to in-person learning sooner than many other districts. It demonstrated the power of parent involvement and the district's response to the needs of students and families during a challenging time.</p>	<p>DNR</p>	<p>Well: Cajon Valley under my leadership was the largest public district in California to remain open during COVID. That prevented significant "learning loss" and in person social interaction for our students.</p> <p>Well: We have developed the World of Work (WOW) curriculum. This curriculum helps students identify their strengths, interests and values and then directs them to actual career paths. We have amplified this by teaming with local employers in all possible areas of employment to create internship and externship opportunities.</p> <p>Not Well: Standardized testing can always improve. Our district speaks 38 languages and has approximately 4,000 (out of 17,000) students who are new to the USA. That will impact our testing results, but that also creates an opportunity to work with these students and families to ensure that they are up to speed as quickly as possible in adapting to their new home country.</p>

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<i>How should performance be measured: For a Superintendent? For a Principal? For a teacher?</i>	<p>The Superintendent's number one mission is to ensure the success of students and performance should be measured based on core educational metrics like reading, writing, and math, as well as safety performance. At Cajon Valley, the Superintendent is the only employee under the supervision of the Board of Trustees and I believe it would be inappropriate to comment on performance metrics for Principals and teachers.</p>	DNR	<p>Superintendent: Cajon Valley incorporated Gallup Survey Polling, the leading organization in workplace metric evaluations. We evaluate our Superintendent, in no particular order, on our budgeting, fiscal viability, success of students, student and staff engagement, creation and implementation of cutting edge curriculums, etc.</p> <p>Principal: Again, using Gallup, we look at similar metrics as the Superintendent but on a school site by school site evaluation.</p> <p>Teacher: Student/Teacher interaction and student engagement is critical in this evaluation metric. If a student is not engaged and interested in the learning process because the teacher has not created a good learning environment the student will not be successful. While pure testing and standardized test scores are always going used as metrics, student engagement is shown to be very important to gauge teacher success.</p>
<i>How should student success be measured?</i>	<p>Student success should be wholistic in that students should feel happy and safe while at school but also by core educational metrics like reading, writing, and math.</p>	DNR	<p>Student: The traditional metric of grade level testing will always be used. However, using student engagement, interest in school, even happiness in school are moving indicators of future learning and academic success. Looking at the "whole student" has not been truly evaluated but at Cajon Valley we are now looking at these additional variables to see how they impact long term success.</p>

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<p><i>What endorsements have you received to date?</i></p>	<p>Dianne Jacob, former District 2 Supervisor, County of San Diego</p> <p>Phil Ortiz, Councilmember, City of El Cajon</p> <p>Anthony Carnevale, Trustee, Cajon Valley Union School District</p> <p>Dr. Gary Woods, Trustee, Grossmont Union High School District</p> <p>Jill Barto, former Trustee, Cajon Valley Union School District</p> <p>Priscilla Schreiber, former Trustee, Grossmont Union High School District</p> <p>Patrick Batten, former Candidate, Poway Unified School District</p> <p>Barry Willis, Member, Alpine Fire Board, and San Diego LAFCO</p> <p>Steve Baldwin, former Assemblymember and Chair of the Assembly Education Committee</p> <p>David Burton, Chair, East County Citizens' Oversight</p> <p>Duane Barto, former Member, Gillespie Field Development Council</p> <p>Moms for Liberty - San Diego</p> <p>East County Parent Alliance</p> <p>Santee Parents 4 Choice</p>		<p>Elected Officials Past and Present:</p> <p>Darrell Issa, US Congressman CA 48th District</p> <p>Brian Jones, State Senator</p> <p>Joel Anderson, County Supervisor</p> <p>Jordan Marks, County Assessor/Recorder/County Clerk</p> <p>Bill Wells, El Cajon Mayor (Candidate for US Congress 51st District)</p> <p>Phil Ortiz, El Cajon City Council</p> <p>Michelle Metschel, El Cajon City Council</p> <p>Gary Kendrick, El Cajon City Council</p> <p>John Minto, Santee Mayor</p> <p>Laura Koval, Santee City Council/Vice Mayor</p> <p>Rob McNelis, Santee City Council</p> <p>Dustin Trotter, Santee City Council</p> <p>Ronn Hall, Santee City Council</p> <p>Richard Bailey, Coronado Mayor</p> <p>John Franklin, Vista Mayor</p> <p>John McCann, Chula Vista Mayor</p> <p>Rebecca Jones, San Marco Mayor</p> <p>Dane White, Escondido Mayor</p> <p>Andrew Hayes, Lakeside Union School Board President and candidate for State Assembly</p> <p>Bill Baber, former La Mesa City Councilmember</p> <p>Kristine Alessio, former La Mesa City Councilmember</p> <p>Laura Lothian, La Mesa City Councilmember</p> <p>Brian Pepin, Poway City Councilmember</p> <p>Melanie Burkholder, Carlsbad City Councilmember</p> <p>Jo Alegria, Cajon Valley Union School Board Trustee</p> <p>Karen Clark-Mejia, Cajon Valley Union School Board Trustee</p> <p>Jolyana Jirjees, Cajon Valley Union School Board Trustee</p> <p>Jim Kelly, Grossmont Union High School Board of Trustee</p> <p>Tamara Otero, former Cajon Valley Union School Board Trustee</p> <p>Esther Valdes-Clayton, former Coronado Unified School District Trustee</p> <p>TJ Zane, former Poway Unified School District</p>

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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.	SUPPORT	DNR	SUPPORT
2. Sometimes it's ok to implement programs and resources without clear validation and/or proof of impact and measurable outcomes.	OPPOSE	DNR	DNA
3. Diversity, Equity & Inclusion (DEI) is the top priority for our district.	OPPOSE	DNR	OPPOSE
4. Provide tutoring/college entrance counselors AT NO ADDITIONAL CHARGE to all students in the District.	SUPPORT	DNR	SUPPORT
5. Strict adherence to merit-based academic standards and grading practices in our District.	SUPPORT	DNR	DNA
6. Implement Ethnic Studies in the district even if the state mandate is not funded or operationalized at the state level.	SUPPORT	DNR	OPPOSE
7. Prioritize providing ongoing racial/critical social justice (anti-racist) trainings for faculty and educators.	OPPOSE	DNR	OPPOSE
8. Implementing the National Educators Association (NEA) Jewish Affairs Caucus Antisemitism Checklist into our District's official policies, process and procedures.	SUPPORT	DNR	OPPOSE
9. Maintain/add more GATE/Seminar/Honors/AP options for all students.	SUPPORT	DNR	SUPPORT
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	DNR	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	DNR	SUPPORT

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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	DNR	DNA
13. Implement racial/critical social justice (anti-racist) activism in our District's policies, processes, and procedures.	OPPOSE	DNR	OPPOSE
14. The classroom is a place for learning fact-based, objective lessons.	SUPPORT	DNR	SUPPORT
15. Implementing, supporting, and promoting BDS in our district.	OPPOSE	DNR	OPPOSE
16. Prioritize District funds towards equitable programs over academic programs.	OPPOSE	DNR	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	DNR	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.	OPPOSE	DNR	DNA
19. School is a place for all students to be themselves and learn in an open, safe, and empowering environment.	SUPPORT	DNR	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.	OPPOSE	DNR	OPPOSE
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	DNR	DNA

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22. Full transparency for curriculum and syllabus (including full list of all approved materials, books, resources, etc.) for every class/course in the District.	SUPPORT	DNR	SUPPORT
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	DNR	DNA
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.).	OPPOSE	DNR	DNA
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	DNR	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	DNR	DNA
27. Objectivity, diversity of ideas, and fact-based learning is paramount to preparing our students to be global citizens.	SUPPORT	DNR	DNA
28. All District staff, educators, administration, and school board trustees should inform, listen, and actively engage with parents and community members.	SUPPORT	DNR	SUPPORT

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29. Clear goals, objectives, and metrics have been established for our DEI efforts in our District.	OPPOSE	DNR	OPPOSE
30. Diversity of people, ideas, and viewpoints is key to the success of our District, our teachers, and our students.	SUPPORT	DNR	DNA
31. Performance-based evaluations of teachers throughout the District.	SUPPORT	DNR	SUPPORT
32. Setting and achieving successful goals for literacy rates and math aptitude scores of District students	School Board, Superintendent	DNR	School Board, Superintendent
33. Failure of the District to follow District and/or State Ed Code and/or Federal Law & Guidelines	School Board, Superintendent	DNR	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	DNR	School Board, Superintendent
35. Determining, overseeing, and assessing the District's measurements of success	School Board, Superintendent	DNR	School Board, Superintendent
36. Setting clear goals, objectives, and metrics for any DEI efforts, policies, or programs	Superintendent, Principals	DNR	DNA
37. Assessing the success or failure of the District's DEI programming	School Board, Superintendent	DNR	DNA
38. Setting clear goals, objectives, and metrics for any Restorative Justice efforts, policies, or programs	School Board, Superintendent	DNR	School Board, Superintendent
39. Responsible for assessing the success or failure of the District's Restorative Justice practices	School Board, Superintendent	DNR	School Board, Superintendent
40. Informing, listening, and actively engaging with parents and community members	School Board, Superintendent	DNR	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	DNR	School Board, Superintendent
42. Addressing ineffective or problematic teachers in the District's schools	Superintendent, Principals	DNR	Superintendent, Principals

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<i>43. Developing measures that will accurately gauge the teacher's effectiveness as an instructor and outcomes for teachers based on the results</i>	Superintendent, Principals	DNR	Superintendent, Principals
<i>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."</i>	Superintendent, Principals	DNR	School Board, Superintendent
<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>	School Board, Superintendent	DNR	School Board, Superintendent