

Westside Union School District
Board of Trustees
2024-2025 Self-Evaluation
June 13, 2025

Part 1	Performance Standards	Rating (0-4)
Standard 1	Leadership: Mission, Vision and Goals	3.8
Standard 2	Policy and Governance	4.0
Standard 3	Community Relations	3.4
Standard 4	Cultural Responsiveness and Educational Equity	3.0
Standard 5	Accountability and Performance Monitoring	3.2
Standard 6	Board Operations - Meetings	4.0
Standard 7	Board Operations – Board member communications	4.0
Standard 8	Board Operations – Board-staff relations	4.0
Standard 9	Board Operations – Board-superintendent relations	4.0
Standard 10	Values, Ethics and Responsibility for Self	4.0
Standard 11	Board Systematic Improvement	4.0

Part 2	Expectations / Goals	Rating (0-4)
Statement 1	We Believe That Our Teachers and Staff are Our Most Valuable Assets and Resources 2-year agreements & annual recognitions Learner to Leader	(No goals only expectations)
Statement 2	We Operate with Transparency, Trust and Integrity, Governing in a Dignified, Professional Manner, Treating Everyone with Civility and Respect	(No goals only expectations)
Statement 3	<p>WE ARE ABSOLUTELY COMMITTED TO PROVIDING A SAFE, DISTINGUISHED AND ENGAGING LEARNING ENVIRONMENT THAT ENSURES ALL STUDENTS LEARN TO THEIR HIGHEST POTENTIAL</p> <p>A. Build the capacity of board and district staff in developing and monitoring data related to goals and priorities specifically in cultural responsiveness, gender identity and educational equity.</p> <p>B. A key concern and priority for this governing board is improving the accuracy and consistency of grading which should measure what students know, as they play a crucial role in every aspect of student's academic lives and future lives as global citizens. Areas of concern are: 1) Mastery of standards for the grade level is expected at the end of the 4th quarter. 2) Progress towards mastery of content standards is reflected in each quarter progress report. 3) Non-academic factors are graded separately.</p> <p>C. A priority for this governing board is to focus on the reading and mathematical competencies of all students to ensure students are: 1) Proficient at the end of each grade level. 2) Able to enter the middle school with the academic skills that allows for full participation in all middle school courses. Able to enter high</p>	<p>3.0</p> <p>2.6</p> <p>2.8</p>

	<p>school with academic skills that allows full participation in all courses including A-G college preparation and/or Career Technical Education courses.</p> <p>D. Data from NWEA and supported by CAASPP indicates that students' academic performance does not meet expectations. The Governing Board is establishing a 4-year goal that by the end of the 25-26 school year, student performance in all grades across the district will be at the 50th percentile or higher.</p> <p>E. To ensure first, best instruction for all learners, all teachers will utilize district adopted instructional materials and district adopted supplemental materials.</p> <p>F. Develop a CTE program/pathways during the 2024-25 school year that is ready to be implemented for the 2025-26 school year.</p>	<p>2.6</p> <p>3.0</p> <p>4.0</p>
Statement 4	<p>We are absolutely committed to providing the necessary facilities to meet the housing and education needs of our changing student population and a vision that promotes their future.</p> <p>A. Work environment – adequate accommodations to house functions of the district.</p>	3.0
Statement 5	<p>We Are Fiscally Trustworthy and Dedicated to Responsible Financial Accountability</p>	(No goals only expectations)
Statement 6	<p>We Believe In and Promote Parent and Community Involvement in Westside Union School District</p> <p>Add two new goals</p> <p>A. To promote engagement with classroom instruction and student learning, teachers will notify parents and/or guardians of: 1) Content to be covered. 2) Supplementary materials to be used that are not currently Board adopted 3) Notification will occur at a minimum once at the beginning of each semester prior to instruction. 4) Changes to the supplementary instructional materials notice sent to parents in a timely manner.</p> <p>B. Daily attendance at school is paramount to student success. The district will maintain an average daily attendance rate of 95% or higher.</p>	<p>3.8</p> <p>3.0</p>

This is a form modeled after the National School Boards Association and the Oregon School Boards Association self-evaluation documents. Part 1 of the evaluation follows a set of performance standards focused on the roles, responsibilities, and work of the board. Part 2 focuses on the board's performance in supporting the achievement of district goals and expectations.

Rating legend – 0 = Unacceptable, 1 = Needs Improvement, 2 = Good, 3 = Excellent, 4 = Outstanding.

Part 1
Specific Performance Standards Comments

Standard 1: Leadership: Mission, Vision and Goals

- The Board reviewed and updated its Governance Handbook on December 18, 2024.
- The Board clearly articulates goals at the beginning of the school year and throughout the year, reiterates goals particularly regarding student equity.
- The Board rolled out Standards Based Grades (SBG) for K-6 fulfilling our goal to fully implement SBG. Unfortunately, the intent of SBG was interrupted due to a distance learning environment and the benefits of SBG were not fully realized. The board is convinced that the modified SBG helped mitigate learning loss. The district also implemented a summer/enrichment school at most sites to get students collaboratively thinking again in an in-class environment with a secondary benefit of credit retrieval. Based on several studies, the negative effects of the COVID-19 pandemic lockdown on a student's behavior may last up to 9 years. The Board and Superintendent will continue to look and refine mitigation strategies.
- The Board believes the reading goals and articulation of them have been evident through site presentations to the Board.
- The Board approved an approved math program (Illustrative Math) that meets revised state math standards in the effort to raise test scores districtwide.
- The board has a renewed emphasis on Career Technical Education (CTE).
- The board is reaping the benefits of the expansion of Transitional Kindergarten ahead of state requirements to reach students at an earlier age that was implemented last year.

The Board's evaluation in the area of *Leadership: Mission, Vision and Goals* is **3.8 (Excellent)**.

Standard 2: Policy and Governance

- The Board continues to use CSBA GAMUT online to ensure District policies are up to date.
- The Board and Superintendent have completed CSBA's Masters in Governance training program multiple time.
- The Board continues to remain active in CSBA Delegate Assembly and other CSBA webinars.
- Other governing focused workshops and events attended this year were CSBA's Annual Education Conference, Delegate Assembly, Legislative Action Day, Los Angeles County School Trustees Association (LACSTA), and Antelope Valley School Boards Association (AVSBA).
- The board recently added BP 6178 for CTE.
- The board took full advantage of Prop 28 (Arts Education Funding) by applying for grants at all school sites
- The Board approved two boundary changes – one was to improve a student's middle school experience (Anaverde Hills and Joe Walker) and the other was to mitigate potential future imbalance of student capacity (Joe Walker and Del Sur).
- The Board expanded ELOP (Expanded Learning Opportunities)

The Board's evaluation in the area of *Policy and Governance* is **4.0 of 4 (Outstanding)**.

Standard 3: Community Relations

- The district continues to hold hybrid meetings, through virtual and in person board meetings, with all stakeholders. We will continue to focus our effort to reach more non-parent members of the community with an increased virtual presence.
- We have a great relationship with our community. The cabinet (especially the superintendent) and board members spend a lot of time involved in outside community organizations.
- We have a great social media presence and a positive relationship with the Antelope Valley Press. Only positive articles about the district have been featured this past year.
- We have a great relationship with the Antelope Valley School Board's Association, which represents the entire Antelope Valley.
- Our facilities have been used extensively by outside organizations such as AYSO, Little League, UFL, Boy's and Girl's Club, and YMCA.
- We have increased transparency by having parental notification if teachers deviate from district approved materials.
- At the direction of the Boards, the superintendent participates in multiple organizations (AV EDGE, AV Chambers of Commerce and Lancaster West Rotary to name a few) and was able to call upon said organizations again to sponsor the VEX Jets Robotics team to travel to Texas for a national competition.
- The Board continues to hear out the community's hot-button issues during the public comment portion of the meeting. The only restriction the board enforces is the allotted time per speaker/subject.
- The Board also supported two major WAVE events, AV Chamber of Commerce Luncheon, the Empowering Youth Day, and the multiple WAVE Events. These events were supported by the communities of Antelope Valley and greater Los Angeles County.
- The board supported both high school and local bond measures.
- The Board has an annual tradition of recognizing volunteers at school sites.
- The Board continues to reach out to local agencies, with limited success, to have joint meetings.

The Board's evaluation in the area of *Community Relations* is **3.4 out of 4 (Excellent)**.

Standard 4: Cultural Responsiveness and Educational Equity

- The district continues to use the services of Boys Town, Campus Climate Assistants, and school counselors to improve campus climate by focusing on improving the social skills of students. As a result, suspension rates have drastically been reduced when the students were on campus.
- There has been a strong effort to attract, interview and hire a diverse teaching staff to be more representative of our student body. Efforts include our HR team attending job fairs out of state and recruiting events at Historically Black Colleges. However, between the teacher shortage and the statistics of the individuals going in to teaching, it has been increasingly difficult to attract new teachers. The staff has placed an increased emphasis on a diverse but highly qualified staff as well as bilingual personnel in the front office of schools.
- Continued culturally responsive training for staff.
- The district continues its effort in recruiting teachers within our classified staff. Numerous employees have moved to certificated staff.
- The board recognizes that as a district, to be culturally responsive and to provide a supportive educational environment is not an effort in political correctness, but a moral obligation to all the students in its care. Progress is being made in this area, as our district continues to change in demographics, this is an area of continued concern and need which will require the board itself to increase its knowledge and capacity to lead.
- The Board has seen an increase of Hispanic and Asian staff hiring to better reflect local demographics.
- Board members along with the superintendent continue to seek worthwhile in-person equity training.

The Board's evaluation in the area of *Cultural Responsiveness and Educational Equity* is **3.0 out of 4 (Excellent)**

Standard 5: Accountability and Performance Monitoring

- WUSD is consistently looking for innovative ways of interpreting data to drive improved outcomes. As an example, the new "Cabey monitoring data tool" should give the district the means of analyzing data with a different lens.
- The district adopted NWEA to help build its data collection capacity.
- With Standards Based Grading (SBG) almost fully implemented, we anticipate a more common standard to look at across the board. SBG was put into place because the board wanted more meaningful data coming out of our classrooms, not just from the state testing results. Although it has gotten better, the SBG still does not fully align NWEA results at all school sites, and additional training is needed amongst staff to ensure SBG corresponds more accurately to NWEA test results.
- School site data teams guide the day-to-day instruction and identify where intervention is needed.
- Each school site does a deep dive into the data from the California Dashboard and other metrics to identify shortfalls. We must continue to look at the dashboard results in terms of special ed.

Our evaluation in the area of *Accountability and Performance Monitoring* is **3.2 out of 4 (Excellent)**.

Standard 6: Board Operations - Meetings

- We continue to have hybrid meetings when needed and have well-run meetings. The transition of board roles in December was orderly and drama free.

Our evaluation in the area of *Board Operations - Meetings* is **4.0 out of 4 (Outstanding)**.

Standard 7: Board Operations – Board member communications

- The Board highlights no specific indicators for improvement. It is to the credit of the superintendent that the board functions with open and transparent communication.

Our evaluation in Board Operations – Board member communications is **4.0 out of 4 (Outstanding)**.

Standard 8: Board Operations – Board-staff relations

- The Board highlights no specific indicators for improvement, due to the superior leadership of the superintendent.
- The board has an annual tradition of teacher and staff recognition.
- 2 year agreements are becoming standard and cabinet frequently meets with unions.

Our evaluation in Board Operations–Board–staff relations is **4.0 out of 4 (Outstanding)**.

Standard 9: Board Operations – Board-superintendent relations

- The Board highlights no specific indicators for improvement.
- We are a high performing board and superintendent governance team.
- The superintendent does an outstanding job of keeping the Board apprised of all issues, good and bad, throughout the district.

Our evaluation in Board Operations–Board–superintendent relations is **4.0 out of 4 (Outstanding)**.

Standard 10: Values, Ethics and Responsibility for Self

- The Board highlights no specific indicators for improvement.
- The Board, collectively and individually, takes full responsibility for Board activity and behavior.
- We all attended ethics training.

Our evaluation of Values, Ethics and Responsibility for Self is **4.0 out of 4 (Outstanding)**.

Standard 11: Board Systematic Improvement

- The Board highlights no specific indicators for improvement.
- As previously mentioned in standard 2, the Board's professional development includes completing Masters in Governance multiple times and attending the CSBA Annual Education Conference (AEC) in Anaheim.
- The Board would like to create an annual retreat outside of CSBA to improve communication and cohesion amongst Board members.
- The Board continues to have a mini "MIG" for those that seek a position on the Board as well as introducing the board culture. All members of the Board attend this event as professional development is a continuous process.

Our evaluation in the area of *Board Systematic Improvement* is **4.0 out of 4 (Outstanding)**.

Part 2
Specific Goal Statement Comments

Goal Statement 1:

WE BELIEVE THAT OUR TEACHERS AND STAFF ARE OUR MOST VALUABLE ASSETS AND RESOURCES(NO GOALS ONLY EXPECTATIONS)

Comments:

- WUSD remains competitive with other districts in the area with regard to salary and benefits.
- We work hard to foster a great, supportive working environment, which helps keep our staff retention rate high.
- Two year agreements with both unions occurred fairly quickly, a tribute to the positive working relationship the board has with teachers and staff.

Goal Statement 2:

WE OPERATE WITH TRANSPARENCY, TRUST AND INTEGRITY, GOVERNING IN A DIGNIFIED, PROFESSIONAL MANNER, TREATING EVERYONE WITH CIVILITY AND RESPECT (NO GOALS ONLY EXPECTATIONS)

Comments:

- The Board operates with full transparency
- Email responses received by the Board President is disseminated to all members of the board and to the Superintendent to ensure no miscommunications occurs.
- All pertinent data is readily accessible on the WUSD website.

Goal Statement 3:

WE ARE ABSOLUTELY COMMITTED TO PROVIDING A SAFE, DISTINGUISHED AND ENGAGING LEARNING ENVIRONMENT THAT ENSURES ALL STUDENTS LEARN TO THEIR HIGHEST POTENTIAL

- A. Build a board and district staff capacity in developing and monitoring data related to goals and priorities specifically in cultural responsiveness and educational equity.
- B. A key concern and priority for this governing board is improving the accuracy and consistency of grading which should measure what students know, as they play a crucial role in every aspect of student's academic lives and future lives as global citizens. Areas of concern are: 1) Mastery of standards for the grade level is expected at the end of the 4th quarter. 2) Progress towards mastery of content standards is reflected in each quarter progress report. 3) Non-academic factors are graded separately.
- C. A priority for this governing board is to focus on the reading and mathematical competencies of all students to ensure students are: 1) Proficient at the end of each grade level. 2) Able to enter the middle school with the academic skills that allows for full participation in all middle school courses. Able to enter high school with academic skills that allows full participation in all courses including A-G college preparation and/or Career Technical Education courses.
- D. Data from NWEA and supported by CAASPP indicates that students' academic performance does not meet expectations. The Governing Board is establishing a 4-year goal that by the end of the 25-26 school year, student performance in all grades across the district will be at the 50th percentile or higher.
- E. To ensure first, best instruction for all learners, all teachers will utilize district adopted instructional materials and district adopted supplemental materials.
- F. Develop a CTE program/pathways during the 2024-25 school year that is ready to be implemented for the 2025-26 school year.

Comments:

- Conscious and consistent effort in monitoring data.
- Fifth year implementation of SBG.
- SBG workshops were held with parents and staff to help ease the transition.
- The safety of the students remains paramount. Overall, we are successful in providing a safe and engaging learning environment for all students.
- The CTE program/pathways has been developed ahead of schedule and is ready to be implemented in the next school year.

Goal Statement 4:

WE ARE ABSOLUTELY COMMITTED TO PROVIDING THE NECESSARY FACILITIES TO MEET THE HOUSING AND EDUCATION NEEDS OF OUR CHANGING STUDENT POPULATION AND A VISION THAT PROMOTES AND SUPPORTS THEIR FUTURE.

A. Work Environment – adequate accommodations to house functions of the district.

Comments:

- Considering a plan to go out for a General Obligation (GO) Bond or Parcel Tax may be feasible this year. Areas of concern for adequate accommodations include required classroom space for transitional Kindergarten, Career Technical Programs, more classroom space for expected enrollment growth, playfields, other renovations at specific sites, and new schools for growth.
- The Board approved plans to implement a Community Engagement Center at the district office (DO) have been put on temporary pause until the economic outlook looks brighter.

Goal Statement 5:

WE ARE FISCALLY TRUSTWORTHY AND DEDICATED TO RESPONSIBLE FINANCIAL ACCOUNTABILITY (NO GOALS ONLY EXPECTATIONS)

Comments: The district is fiscally sound as reflected in this year's audit with ZERO major findings. We will need continued conversations about a predicted recession and any potential future budget cuts. We have funded OPEB (Other Post Employment Benefits).

Goal Statement 6:


WE BELIEVE IN AND PROMOTE PARENT AND COMMUNITY INVOLVEMENT IN WESTSIDE UNION SCHOOLDISTRICT **(NO GOALS ONLY EXPECTATIONS)**


- A. To promote engagement with classroom instruction and student learning, teachers will notify parents and/or guardians of: 1) Content to be covered. 2) Supplementary materials to be used that are not currently Board adopted 3) Notification will occur at a minimum once at the beginning of each semester prior to instruction. 4) Changes to the supplementary instructional materials notice sent to parents in a timely manner.
- B. Daily attendance at school is paramount to student success. The district will maintain an average daily attendance rate of 95% or higher.

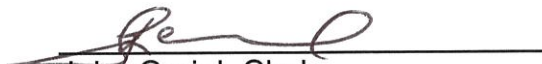
Comments: The average daily attendance (ADA) rate has increased to ~93% but is still below the pre-COVID average of 95%.

WESTSIDE UNION SCHOOL DISTRICT BOARD OF TRUSTEES

June 13, 2025


Jennifer Navarro, President


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Steve DeMarzio, Member