

Westside Union School District
Board of Trustees
2017-2018 Self-Evaluation
15 May 2018

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

Part 2	Expectations / Goals	Rating (0-4)
Statement 1	We Believe That Our teachers and Staff are Our Most Valuable Assets and Resources A. Revenues will be placed in a separate account to pay for long-term post-employment benefits.	(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	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 capacity of board and district staff in developing and monitoring data related to goals and priorities specifically in the area of 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) Grades reflect progressive and mastery of content. 2) They are predictable and understood by parents and third parties. 3) That non-academic factors are graded separately. 4) The system adopted is not overwhelming for teachers.	3
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. Continue the Cottonwood Elementary School modernization. B. Receive annual updates to the District’s Facilities Master Plan while exploring and securing options to finance the plan. C. Continue to implement sustainable clean energy programs that promote the long-term well-being of both the District’s finances and the environment.	3

Statement 5	We Are Fiscally Trustworthy and Dedicated to Responsible Financial Accountability	(No goals only expectations)
Statement 6	We Believe In and Promote Parent and Community Involvement in Westside Union School District	(No goals only expectations)

This is a new 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 15 Mar 2016.

The Board needs some improvement in articulating its vision and goals. Pertinent data collection and analysis is crucial in this endeavor.

The district is building the required infrastructure in collecting and analyzing data from new criteria and tools, Local Control and Accountability Plan (LCAP) and the CDE California School Dashboard

Therefore, the Board’s evaluation in the area of *Leadership: Mission, Vision and Goals* is **3.2 of 4 (Excellent)**.

Standard 2: Policy and Governance

The board clearly articulates goals at the beginning of the school year and throughout the year, the board reiterates goals particularly with regards to standardized grading and student equity

The board continues to use CSBA GAMUT online to ensure District policies are up to date.

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

Standard 3: Community Relations

The Board highlights the following indicator for improvement: More community-related workshops with all stakeholders with respect to LCFF, LCAP. The goal is a focused effort to reach more non-parent members of the community.

- We have a great relationship with our community. The cabinet (especially the superintendent) and board members spend a great deal of time involved in outside community organizations.
- The most recent workshop at Joe Walker on school safety goes a long ways in promoting trust between board and community. The fact that it was held on a Saturday and at a school site might be more accessible for most parents. The board would like to move and rotate workshops/town halls to school sites and over the weekend.

The Board’s evaluation in the area of *Community Relations* is **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 improved adult-student relationships and improving the social skills of students. Not having an internal systemic process to evaluate performance, the use of staff reports and our LCAP dashboard has provided adequate data to evaluate district efforts in this area for this year.

Relating to equity, on our CDE LCAP dashboard, the district submitted the following narrative for our Spring 2017 Equity report for Parent Engagement:

“One of Westside's Board of Trustee's Board goals is to “build the capacity of board and district staff in developing and monitoring data related to goals and priorities specifically around cultural responsiveness.” The use of valid and reliable survey data is key to our efforts in this area. During the 2016-2017 school year two survey instruments were used to gauge parent perceptions around parent engagement. The district administers WestEd's California School Parent survey annually. Parent response rate tends to be low despite efforts to encourage parent participation, including active support from school PTAs and PTOs. A summary of key survey indicators related to parent engagement and involvement is provided below. Data indicated a pressing need to address the disparity between perceptions of school safety and opportunities for meaningful engagement and involvement. (92% of respondents indicated that they felt “school is a safe place for my child”) Key Findings: School allows input and welcomes parents' contributions? 46.1% School encourages me to be an active partner with the school in educating my child 51.3% School actively seeks the input of parents before making important decisions 29.1% Parents feel welcome to participate at school 60.4% School treats all students with respect 59.1% School promotes respect of all cultural beliefs and practices 44.4% Additionally, the district continues its partnership with Hanover Research. During the 2016-2017 school year Hanover Research conducted a districtwide parent survey and two follow-up parent focus groups.

Key Findings :

- Enhanced communication and responsiveness to parent feedback would encourage parent engagement.*
- Proactive communication and swift handling of bullying concerns are key to creating positive perceptions of the school environment.*
- Parents request open conversations on race and equity and educational programming highlighting the district's diversity to improve the climate of inclusion.*
- Some parents perceive that the disciplinary system in the district is inequitable.*
- Parents recommend that the district hire a more diverse workforce more reflective of the diversity of the student body.*
- Some parents expressed dissatisfaction with the treatment of students with disabilities.*

Ongoing professional learning opportunities are provided to build staff member's capacity to communicate effectively with parents and to encourage active involvement at the site and district levels. All instructional administrators and Cabinet members participated in a yearlong ACSA Equity Leader's Academy during the 2016-2017 school year. All site and district office staff participated in CSEA's Diversity Allowed training. Staff are currently working with the California Teachers' Association and our Westside Union Teacher's Association to bring CTA's multi-year Unconscious Bias training to the district.”

The (CDE LCAP Dashboard) Spring 2017 Student Equity and Status and Change report is also a measure the board used to evaluate its performance for this standard:

Equity Report

Westside Union Elementary - Los Angeles County

Enrollment: 9,302 Socioeconomically Disadvantaged: 45% English Learners: 6.8%
 Foster Youth: 2.1% Grade Span: K-8 Charter School: No

Dashboard Release:
 Fall 2017

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		11	0
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		11	8
Mathematics (3-8)		11	8

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are

The (Dashboard) Spring 2017 Status and Change Report: Status and Change Report

Westside Union Elementary - Los Angeles County

Enrollment: 9,302 Socioeconomically Disadvantaged: 45% English Learners: 6.8%
 Foster Youth: 2.1% Grade Span: K-8 Charter School: No

Dashboard Release:
 Fall 2017

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.6%	Declined -1.4%
English Learner Progress (1-12)		High 75.5%	Declined -3.1%
English Language Arts (3-8)		Low 8.3 points below level 3	Declined -5.1 points
Mathematics (3-8)		Low 38.6 points below level 3	Declined -5.9 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

While the district's suspension numbers have improved considerably, the board acknowledges staff concerns regarding the inadequacy of in-house suspension and the adopted district alternatives for discipline such as PBIS and Restorative Justice strategies. Gaps in student achievement and opportunity among various student groups continue to be major areas of concern.

Relating to objectives 3 and 5 for this performance standard (District staff is representative of the community and the board has a process to review policies for cultural, racial and ethnic bias):

- The board has no process to review for cultural, racial and ethnic bias. For the last two years, as all district staff has complied with the board's request for training on issues of equity and bias, this is an area where the board should consider professional development to update their own knowledge in order to build capacity for ongoing monitoring of these issues as it relates to our role in district governance.
- Though we are making progress in diversifying our district staff particularly, classified positions, administrative and counselor positions, some board members believe that this point may be difficult to achieve (hiring staff representative of the community) considering a teacher shortage and the challenges in teacher recruiting.

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. As 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's evaluation in the area of *Cultural Responsiveness and Educational Equity* is **3 out of 4 (Excellent)**.

Standard 5: Accountability and Performance Monitoring

The process is ongoing as it relates to WUSD developing structures and practices being developed and implemented to monitor district performance based on the state's key priority areas and those key areas identified locally by district stakeholders. The district is continually focused on building capacity in the area of data collection

The board acknowledges that each school site does a deep dive on data and reviews the CDE dashboard to address shortfalls. In conjunction with the superintendent and staff, we review and prioritize needs but rely ultimately on judgment of professional educators (see comments on standard 4).

Our evaluation in the area of *Accountability and Performance Monitoring* is **3.4 out of 4 (Excellent)**.

Standard 6: Board Operations - Meetings

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

Standard 7: Board Operations – Board member communications

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

Standard 8: Board Operations – Board-staff relations

The Board highlights no specific indicators for improvement.

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

Standard 9: Board Operations – Board-superintendent relations

The Board highlights no specific indicators for improvement.

We are a high performing six-member (board and superintendent) governance team.

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

Standard 10: Values, Ethics and Responsibility for Self

Our evaluation in the area of *Values, Ethics and Responsibility for Self* is **3.8 out of 4 (Outstanding)**.

Standard 11: Board Systematic Improvement

Our evaluation in the area of *Board Systematic Improvement* is **3.8 out of 4 (Outstanding)**.

Part 2

Specific Goal Statement Comments

Statement 1: We Believe That Our teachers and Staff are Our Most Valuable Assets and Resources

(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)

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 capacity of board and district staff in developing and monitoring data related to goals and priorities specifically in the area of 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) Grades reflect progressive and mastery of content. 2) They are predictable and understood by parents and third parties. 3) That non-academic factors are graded separately. 4) The system adopted is not overwhelming for teachers.

See comments for Performance standard 4 and 5

- Conscious and consistent effort in monitoring data
- Recent presentation on standards based grading progress in pilot program is proceeding well

The Board's evaluation of this area is **3.2 out of 4 (Excellent)**.

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

The Board wishes to highlight the following goals:1) Modernize IDEA Academy at Cottonwood Elementary School. Currently, the Division of State Architect and its burdensome regulations is causing many delays

The Board's evaluation of this area is **4 out of 4 (Outstanding)**.

Statement 5: We Are Fiscally Trustworthy and Dedicated to Responsible Financial Accountability

(No goals only expectations)

Statement 6: We Believe In and Promote Parent and Community Involvement in Westside Union School District

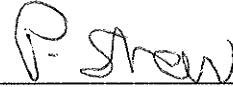
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WESTSIDE UNION SCHOOL DISTRICT BOARD OF TRUSTEES

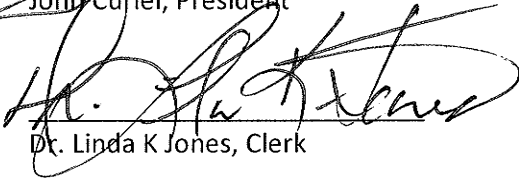
15 May 2018



John Curiel, President



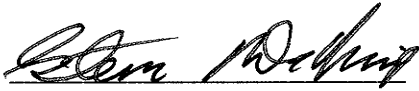
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