

**Westside Union School District**  
**Board of Trustees**  
**2019-2020 Self-Evaluation**  
**June 6, 2020**

| <b>Part 1</b> | <b>Performance Standards</b>                      | <b>Rating (0-4)</b> |
|---------------|---|---------------------|
| Standard 1    | Leadership: Mission, Vision and Goals             | 2.9                 |
| Standard 2    | Policy and Governance                             | 3.2                 |
| Standard 3    | Community Relations                               | 2.8                 |
| Standard 4    | Cultural Responsiveness and Educational Equity    | 2.3                 |
| Standard 5    | Accountability and Performance Monitoring         | 3.4                 |
| Standard 6    | Board Operations - Meetings                       | 3.1                 |
| Standard 7    | Board Operations – Board member communications    | 3.6                 |
| Standard 8    | Board Operations – Board-staff relations          | 3.5                 |
| Standard 9    | Board Operations – Board-superintendent relations | 3.6                 |
| Standard 10   | Values, Ethics and Responsibility for Self        | 3.4                 |
| Standard 11   | Board Systematic Improvement                      | 3.4                 |

| <b>Part 2</b>      | <b>Expectations / Goals</b>  | <b>Rating (0-4)</b>          |
|--------------------|--|------------------------------|
| <b>Statement 1</b> | We Believe That Our teachers and Staff are Our Most Valuable Assets and Resources  | (No goals only expectations) |
| <b>Statement 2</b> | We Operate With Transparency, Trust and Integrity, Governing in a Dignified, Professional Manner, Treating Everyone with Civility and Respect  | (No goals only expectations) |
| <b>Statement 3</b> | <p><b>WE ARE ABSOLUTELY COMMITTED TO PROVIDING A SAFE, DISTINGUISHED AND ENGAGING LEARNING ENVIRONMENT THAT ENSURES ALL STUDENTS LEARN TO THEIR HIGHEST POTENTIAL</b></p> <p>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.</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) 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) Support for teachers during full implementation. Middle School grading process best meets the stated goals above for students in departmentalized classes, on middle school sites, grades 6-8. At the end of the 19-20 school year, the Board will be provided</p> | <p>2.0</p> <p>3.0</p>        |

|                    |   |                              |
|--------------------|---|------------------------------|
|                    | <p>with a recommendation from the middle grades committee that may be piloted in future years.</p> <p>C. The district will review School Safety Protocols.</p> <p>D. Principals will schedule an annual parent/community meeting to discuss school safety.</p>                                    | <p>3.8</p> <p>3.8</p>        |
| <b>Statement 4</b> | <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 and Supports Their Future</p> <p>A. Work Environment – adequate accommodations to house functions of the district.</p> | 3.0                          |
| <b>Statement 5</b> | We Are Fiscally Trustworthy and Dedicated to Responsible Financial Accountability   | (No goals only expectations) |
| <b>Statement 6</b> | 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 November 19, 2019.
- The Board clearly articulates goals at the beginning of the school year and throughout the year, the board reiterates goals particularly with regards to student equity.
- The Board rolled out Standards Based Grades for K-6 fulfilling our goal to fully implement SBG. Grades 7-8 remained letter grades to align better with AVUHSD. To help with SBG roll-out, WUSD had multiple parent workshops with Matt Townsley, one of the premier SMEs on SBG.

The Board's evaluation in the area of *Leadership: Mission, Vision and Goals* is **2.9 (Good)**.

**Standard 2: Policy and Governance**

- The new board appointee underwent a very thorough and transparent training and appointment process.
- The Board continues to use CSBA GAMUT online to ensure District policies are up to date.

- The Board and Superintendent has completed CSBA's Masters in Governance training program multiple times and was scheduled to attend the program again with the newest member, Dr. Grado, but the program was rescheduled due to COVID-19.
- Active in CSBA Delegate Assembly and other CSBA webinars.
- Other governing focused workshops and events attended this year were CSBA's Annual Education Conference, Board Presidents Workshop, New Board Member Orientation, Delegate Assembly, Legislative Action Day and Latino School Board Association Conference.

The Board's evaluation in the area of *Policy and Governance* is **3.2 of 4 (Excellent)**.

### **Standard 3: Community Relations**

- The district held more community-related workshops with all stakeholders, including workshops on SBG and LCAP. We will continue to focus our 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.
- 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.

The Board's evaluation in the area of *Community Relations* is **2.8 out of 4 (Good)**.

### **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.
- There has been a strong effort to attract, interview and hire a diverse teaching staff to be more representative of our diverse student body. Efforts include our HR team attending job fairs out of state and recruiting events at Historical 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 district continues its effort in recruiting teachers within our classified staff by offering the Classified-to-Teacher grant to provide financial assistance towards completion of Bachelor's Degrees and teaching credentials.
- 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 **2.3 out of 4 (Good)**.

### **Standard 5: Accountability and Performance Monitoring**

- WUSD as a whole is always looking at data to drive improved outcomes.
- The district adopted NWEA to help build its data collection capacity.
- With Standards Based Grading being fully implemented this year, 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.
- The Educational Services Dept. is working closely with a consultant and school site data teams to guide the day-to-day instruction and to 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 have to continue to look at the dashboard results in terms of special ed.

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

### **Standard 6: Board Operations - Meetings**

- During the COVID pandemic, we were able to transition to ZOOM meetings fairly easily with the support of staff and an exceptional IT dept.

Our evaluation in the area of *Board Operations - Meetings* is **3.1 out of 4 (Excellent)**.

### **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 the area of *Board Operations – Board member communications* is **3.6 out of 4 (Excellent)**.

### **Standard 8: Board Operations – Board-staff relations**

- The Board highlights no specific indicators for improvement, due to the superior leadership of the superintendent.

Our evaluation in the area of *Board Operations – Board-staff relations* is **3.5 out of 4 (Excellent)**.

### **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 the area of *Board Operations – Board-superintendent relations* is **3.6 out of 4 (Excellent)**.

### **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.

Our evaluation in the area of *Values, Ethics and Responsibility for Self* is **3.4 out of 4 (Excellent)**.

## **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 CLSBA and CSBA Annual Education Conferences (AEC) in San Diego.
- The COVID-19 pandemic has caused a temporary pause in additional board/professional training opportunities.

Our evaluation in the area of *Board Systematic Improvement* is **3.4 out of 4 (Excellent)**.

## **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 salary and benefits.
- We work hard to foster a great, supportive working environment, which helps keep our staff retention rate high.

### ***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
- 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 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) Support for teachers during full implementation. Middle School grading process best meets the stated goals above for students in departmentalized classes, on middle school sites, grades 6-8. At the end of the 19-20 school year, the Board will be provided with a recommendation from the middle grades committee that may be piloted in future years.

- C. The district will review School Safety Protocols.
- D. Principals will schedule an annual parent/community meeting to discuss school safety.

Comments:

- Conscious and consistent effort in monitoring data.
- Full roll out and implementation of standards based grading occurred for the 2019-2020 school year.
- Multiple SBG workshops were held with parents and staff to help ease the transition.
- Safety of the students remain paramount. Overall we are successful in providing a safe and engaging learning environment for all students.
- A discussion needs to take place to address the health and safety of the staff.
- Additional safety planning will need to take place to address COVID-19.

The Board's evaluation of these goals are listed separately on the cover page.

**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: The plan to possibly go out for a GO Bond or Parcel Tax may not seem feasible this year, but we will need to address the future facility needs to accommodate the new requirements related to COVID-19.

**Goal Statement 5:**

**We Are Fiscally Trustworthy and Dedicated to Responsible Financial Accountability  
(No goals only expectations)**


Comments: The district is fiscally sound and has received a perfect audit, with ZERO findings for six consecutive years, which is virtually unheard of. We will need to have continued conversations moving forward in regards to the COVID-19 budget cuts and predicted recession.


**Goal Statement 6:**

**We Believe In and Promote Parent and Community Involvement in Westside Union School District  
(No goals only expectations)**

Comments: The district has a very active DLAC program for parents.

WESTSIDE UNION SCHOOL DISTRICT BOARD OF TRUSTEES  
June 18, 2020

  
jennifer.navarro (Jun 19, 2020 14:12 PDT)  
Jennifer Navarro, President

  
Steven P DeMarzio (Jun 19, 2020 10:12 PDT)  
Steve DeMarzio, Vice President

  
J. Curiel (Jun 22, 2020 12:47 PDT)  
John Curiel, Clerk

  
Bill Lindoff (Jun 19, 2020 09:28 PDT)  
Bill Lindoff, Member

  
Chris Grado (Jun 22, 2020 13:22 PDT)  
Chris Grado, Member

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