

Westside Union School District
Board of Trustees
2022-2023 Self-Evaluation
June 16, 2023

Part 1	Performance Standards	Rating (0-4)
Standard 1	Leadership: Mission, Vision and Goals	3.6
Standard 2	Policy and Governance	3.6
Standard 3	Community Relations	3.1
Standard 4	Cultural Responsiveness and Educational Equity	2.4
Standard 5	Accountability and Performance Monitoring	3.8
Standard 6	Board Operations - Meetings	3.5
Standard 7	Board Operations – Board member communications	3.8
Standard 8	Board Operations – Board-staff relations	3.6
Standard 9	Board Operations – Board-superintendent relations	3.6
Standard 10	Values, Ethics and Responsibility for Self	3.6
Standard 11	Board Systematic Improvement	3.2

Part 2	Expectations / Goals	Rating (0-4)
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)
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 a capacity of board and district staff in developing and monitoring data related to goals and priorities specifically in the area of cultural responsiveness, gender identify and educational equity. (Staff have attended workshops and training to facilitate this goal/expectation. Board training was cancelled due extenuating circumstances and will be rescheduled upon availability,</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 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. As a result of COVID implementation has been difficult and not all stakeholders understand concept as attention been redirected to different areas.</p>	<p style="text-align: center;">2.4</p> <p style="text-align: center;">2.0</p>

	<p>C. Another key concern and priority for this governing board is to focus on the reading capability of all students such that students are able readers when they exit the 2nd grade, are able to enter the middle school with reading skill that allows for full participation in all middle school courses and are able to enter high school with reading skills that allow for full participation in all middle school courses and are able to enter high school with reading skills that allow for full participation in all courses including A-G college preparation courses. This will also be addressed in the District's LCAP.</p>	3.8
	<p>D. Recent 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>	3.0
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 their future.	3.0
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 August 3, 2021.
- 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 (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. Although in person learning has been reestablished the behavioral problems in students is to last for a total of 9 years and the Board has a desire to address the additional concerns created by the lockdown.
- The Board believes that the reading goals and articulation of the goals has been evident through site presentations to the Board.

The Board's evaluation in the area of *Leadership: Mission, Vision and Goals* is **3.6 (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 has completed CSBA's Masters in Governance training program multiple times.
- 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, Latino School Board Association Conference, Los Angeles County School Trustees Association (LACSTA), and Antelope Valley School Boards Association (AVSBA).
- With the addition of a new Board member, the Board and Superintendent held a "mini MIG" Board orientation to get the newest member up to speed and immediately ready to be a contributing member of the Board.

The Board's evaluation in the area of *Policy and Governance* is **3.8 of 4 (Excellent)**.

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 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.
- Our facilities have been used extensively by outside organizations such as AYSO, Little League, UFL, Boy's and Girl's Club, and YMCA.
- At the direction of the Board, the Superintendent is involved in multiple local organizations, and was able to call upon said organizations to sponsor a robotics team from a WUSD school to travel to Texas to participate in a national competition.
- The Board continues to hear out the community on hot button issues and has gone over the allotted time for community members to speak on multiple occasions in order to allow the public to be heard.
- The Board rated this area a 2.8 because it feels it could do a better job of having joint meetings with other local agencies such as the County Board of Supervisors.
- It believes it can also do better at communication such as answering email and having workshops as needed for public interaction.

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 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 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 staff has placed an increased emphasis on a diverse but highly-qualified staff as well as bi-lingual personnel in the front office of schools.
- 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.
- As a result of the pandemic all students were provided the means to learn virtually through the use of technology.
- 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 full benefits of SBG on educational equity were minimized due to the effects of teaching in distance learning environment during COVID-19 and will be re-evaluated to ensure the NWEA results coincide with SBG standards.
- Some of the Board members were scheduled to attend equity training through CSBA. The training was later cancelled as a result of COVID-19 and never rescheduled. All Board members are encouraged to receive training.
- As stated above, 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 also believes it needs to continue to seek out and participate in equity training.

The Board's evaluation in the area of *Cultural Responsiveness and Educational Equity* is **2.0 out of 4 (Improvement is needed)**

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 almost fully implemented (COVID induced), 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. However it appears that the SBG does not reflect NWEA results and additional training is needed amongst staff to ensure SBG is more accurate to the testing.
- The Educational Services Department 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.
- The Board would like to continue to work on communicating policy decisions to the public, and continue overall communication.

Our evaluation in the area of *Accountability and Performance Monitoring* is **3.8 out of 4 (Excellent)**.

Standard 6: Board Operations - Meetings

- Due to the on going COVID pandemic, we transitioned to ZOOM meetings and in-person/virtual continue with the support of staff and an exceptional IT department. After COVID protocol on meeting was lifted the Board has elected to continue Hybrid meetings to ensure greater access to stakeholders as decisions are improved after all input is received.
- The Board believes it does an excellent job on this area, but there is always room for improvement. The 22-23 school year has had its issues on which the community focused and about which it spoke at meetings. Even though the community was passionate about the subjects, the meetings never became unsafe or overly unruly.

Our evaluation in the area of *Board Operations - Meetings* is **3.2 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 **4 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.

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 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 **4 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.

Our evaluation in the area of *Values, Ethics and Responsibility for Self* is **4 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 CLSBA and CSBA Annual Education Conferences (AEC) in San Diego.
- Superintendent and newest board member, Dr. Grado completed MiG through the pandemic.
- The Board would like to create an annual retreat outside of CSBA to improve communication and cohesion amongst Board members.

Our evaluation in the area of *Board Systematic Improvement* is **2.8 out of 4 (Good)**.

**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
- 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 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.
- C. The district will continue to 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.
- Second year implementation of standards based grading occurred for the 2021-2022 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 andengaging 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 is 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 implementing Universal Pre-Kindergarten (UPK). A study of this subject is further needed.
- Expansion of Business Services has been completed at the District Office (DO)
- The Board approved plans to implement a Community Engagement Center at the DO have been altered and are continuing to move forward.

Goal Statement 5:

We Are Fiscally Trustworthy and Dedicated to Responsible Financial Accountability

(No goals only expectations)

Comments: The district is fiscally sound and after this year's perfect audit. We will need to have continued conversations moving forward in regards to a predicted recession and any potential future cuts to the budget.

Goal Statement 6:

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

(No goals only expectations)

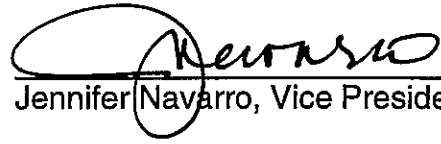
Comments: The district continues to have an active DLAC program for parents

WESTSIDE UNION SCHOOL DISTRICT BOARD OF TRUSTEES

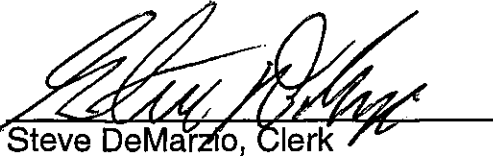
August 1, 2023

Absent

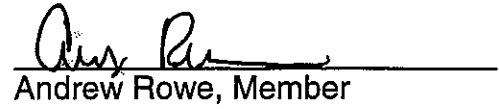
Chris Grado, President



Jennifer Navarro, Vice President



Steve DeMarzio, Clerk



Andrew Rowe, Member



John Curiel, Member