

School Board Self Evaluation

Why Evaluate?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

Self-evaluation by the board:

- Holds the board accountable to themselves, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning, and local control of the educational system is demonstrated when boards lead by example.

Oregon School Boards Association's *Board Self-Evaluation* document is designed to provide both a clear objective system for board evaluation and flexibility. 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.

Part 1 and Part 2 mirror the first two parts of the OSBA superintendent evaluation document and are intended to be used together, the board first undergoing a self-evaluation and then performing the superintendent evaluation. The board evaluation, unlike the superintendent evaluation, does not include a Part 3: 360-degree evaluation. This is because board members are subject to recall and undergo an election every three years. That election serves as a de facto 360-degree evaluation. For boards that would like to survey the community regarding their performance, the questions in Part 1 and Part 2 of the board self-evaluation can be put to administrators, staff and community members and will serve well as a 360-degree evaluation.

Board Self Evaluation Forms

Part 1. Performance Standards

Part 1. Performance Standards

Instructions

1. Attached are the forms to be completed by each board member rating each of the eleven performance standards. A separate page is provided for each performance standard. Each board member should rate all eleven of the performance standards.
2. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the consultant, board chair or designated board member for compilation. Your board may also have chosen to fill it out online for electronic compilation.
5. The board will meet to discuss the results and future steps to improve or build upon the prior year's results.

Part 1. Performance Standards

Standard 1: LEADERSHIP: MISSION, VISION AND GOALS

The board of education annually reviews the districts vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

Indicators

- The board, along with the superintendent, has reviewed and re-adopted the written district vision and mission statement in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the district.
- Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed upon goals, including periodic superintendent updates as part of regular board meetings.
- The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.
- The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

Board performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Part 1. Performance Standards

Comments:

- The Board reviewed and updated its Governance Handbook on December 16, 2025.
- 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 officially approved a math program (Illustrative Math) for a 6 year period that meets revised state math standards in the effort to raise test scores districtwide.
- The board has continued and improved a renewed emphasis on Career Technical Education (CTE), such as improving Paxton / Patterson CTE labs quality and resource availability.
- 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)**.

Part 1. Performance Standards

Standard 2: POLICY AND GOVERNANCE

The board establishes and follows local policies, procedures and good governing practices.

Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Part 1. Performance Standards

Comments:

- 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, NSBA Annual Conference, Delegate Assembly, Legislative Action Day, Los Angeles County School Trustees Association (LACSTA), and Antelope Valley School Boards Association (AVSBA).
- The board took full advantage of Prop 28 (Arts Education Funding) by applying for grants at all school sites
- The Board expanded Expanded Learning Opportunities (ELOP)
- The Board formed an AI committee to create and pass a policy on the correct, ethical, and effective implementation of Artificial Intelligence services in the district.

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

Part 1. Performance Standards

Standard 3: COMMUNITY RELATIONS

The board establishes and promotes effective two-way communication with parents, students, staff and community members.

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed upon process.
- The board has collaboration agreements with local and state agencies.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed upon procedures.

Board performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Part 1. Performance Standards

Comments:

- 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, and two current Board members serve on the AVSBA executive committee.
- Our facilities have been used extensively by outside organizations such as AYSO, Little League, UFL, Boy's and Girl's Club, and YMCA, and this year the Facilitron program has been implemented at facilities across the district to help optimize facility utilization at district sites whilst recouping marginal upkeep costs due to community use.
- 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 District has implemented a pathfinder "MiniMed" program to collaborate with Antelope Valley medical organizations and professionals to expose District students to various health care industry careers and improve collaborative relationships between the District and the health industry in the valley, with the intention of broadening this program into the English learner community.
- 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 major community events, AV Chamber of Commerce Luncheon, the Empowering Youth Day, the WAVE Heroes Dinner, and the multiple other WAVE Events. These events were supported by the communities of Antelope Valley and greater Los Angeles County.
- 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 has implemented a Public Information Office, responsible for informing and collaborating with the community regarding news, information, and concerns within the district, and this has noticeably improved the goodwill within the community towards the District and the Board.

The Board's evaluation in the area of *Community Relations* is **3.8 out of 4 (Excellent)**.

Part 1. Performance Standards

Standard 4: CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- District staff is representative of the community.

Board performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Part 1. Performance Standards

Comments:

- 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.
- 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 into 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 District has been placed on the Differentiated Assistance Program in Los Angeles County in order to improve perceived inequities with District discipline.

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

Part 1. Performance Standards

Standard 5: ACCOUNTABILITY AND PERFORMANCE MONITORING

The board constantly monitors progress towards district goals and compliance with written Board policies using data as the basis for assessment.

Indicators:

- The board regularly conducts a self-evaluation to monitor its performance.
- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student achievement, and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

Board performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Part 1. Performance Standards

Comments:

- 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, and the District is currently exploring its implementation.
- The district adopted NWEA to help build its data collection capacity.
- With Standards Based Grading (SBG) 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 **3.0 out of 4 (Excellent)**.

Part 1. Performance Standards

Standard 6: BOARD OPERATIONS – Meetings

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

- 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)**.

Part 1. Performance Standards

Standard 7: BOARD OPERATIONS – Board Member Communications

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the district office on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

- 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)**.

Part 1. Performance Standards

Standard 8: BOARD OPERATIONS – Board-Staff Relations

Board members are respectful of staff members in all communications and follow board- staff communication policy and procedures.

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

- 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.
- Two-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)**.

Part 1. Performance Standards

Standard 9: BOARD OPERATIONS – Board-Superintendent Relations

The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent for executive sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate and respect the delegations of, operational decisions to the superintendent and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

- 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)**.

Part 1. Performance Standards

Standard 10: VALUES, ETHICS AND RESPONSIBILITY FOR SELF

The board, collectively and individually, takes full responsibility for Board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

- The board polices its own members when they step outside of board policy and agreements.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the boards intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision which might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members only exercise their authority as a board of the whole at properly posted meetings.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

- The Board highlights no specific indicators for improvement.
- The Board, collectively and individually, takes full responsibility for Board activity and behavior.
- The Board attends ethics training periodically as required

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

Part 1. Performance Standards

Standard 11: BOARD SYSTEMATIC IMPROVEMENT

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team building retreat focused on assessment and goals.

Indicators:

- Each board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the Board's ability to work as a team.
- The Board and Superintendent meet in a retreat environment to review:
 - Progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.
 - The strengths and improvements needed in the district.
 - Any compelling problem(s) or emerging issue(s).
 - Trends, opportunities, and anticipated challenges in the school district.
 - Board leadership and educational philosophy and performance.
 - Board/superintendent operational agreements and evaluation documents.

Board performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

- 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).
- 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)**.

Board Self Evaluation Forms

Part 2: Goals

Part 2: Goals

The board of directors has primary responsibility for setting district goals and monitoring the progress towards achieving them.

Instructions

1. Attached are forms to be completed by each board member rating the board's performance in meeting the goals agreed to by the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. The board will meet to discuss the results

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 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 the capacity of board and district staff in developing and monitoring data related to goals and priorities specifically in the area of cultural responsibility.
 - B. A key concern and priority for this governing board is improving the accuracy and consistency of grading which should measure what students know, and are predictable and understood by parents and third parties. Areas of concern are:
 - Mastery of standards for the grade level is expected at the end of the 4th quarter
 - Progress towards mastery of content standards is reflected in each quarter progress report
 - 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:
 - Proficient at the end of each grade level
 - Able to enter the middle school with the academic skills to allow full participation in all middle school courses
 - Able to enter high school with academic skills that allows for full participation in all courses including A-G college preparation and Career Technical Education courses
 - D. Data from the NWEA and supported by CAASPP indicates that students' academic performance does not meet expectations. The Governing Board has established 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 or above grade level (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.
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The board's performance rating:

(circle one rating only for each goal)

- 0 UNACCEPTABLE**
 - 1 NEEDS IMPROVEMENT**
 - 2 GOOD**
 - 3 EXCELLENT**
 - 4 OUTSTANDING**
-

· ***Goal Statement 3:***

Comments:

- Conscious and consistent effort in monitoring data.
- Seventh year implementation of SBG.
- SBG workshops were held with parents and staff on site at schools 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 implemented in this school year.

Our evaluation in the area of *Goal Statement 3, Item A* is **3.0 out of 4 (Excellent)**.

Our evaluation in the area of *Goal Statement 3, Item B* is **2.2 out of 4 (Good)**.

Our evaluation in the area of *Goal Statement 3, Item C* is **3.0 out of 4 (Excellent)**.

Our evaluation in the area of *Goal Statement 3, Item D* is **1.6 out of 4 (Needs Improvement)**.

Our evaluation in the area of *Goal Statement 3, Item E* is **3.0 out of 4 (Excellent)**.

Our evaluation in the area of *Goal Statement 3, Item F* is **4.0 out of 4 (Outstanding)**.

Goal Statement 4:

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

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

The board's performance rating:

(circle one rating only for each goal)

- 0 UNACCEPTABLE**
 - 1 NEEDS IMPROVEMENT**
 - 2 GOOD**
 - 3 EXCELLENT**
 - 4 OUTSTANDING**
-

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.

Our evaluation in the area of *Goal Statement 4, Item A* is **3.0 out of 4 (Excellent)**.

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 one minor accounting anomaly finding. We will need continued conversations about a predicted recession and any potential future budget cuts. We have fully funded OPEB (Other Post Employment Benefits).

Goal Statement 6:

WE BELIEVE IN AND PROMOTE PARENT AND COMMUNITY INVOLVEMENT IN WESTSIDE UNION SCHOOL DISTRICT

- A. To promote engagement with classroom instruction and student learning, teachers will notify parents and/or guardians of:
 - Content to be covered
 - Supplementary materials to be used that are currently not Board adopted
 - Notification will occur at a minimum once at the beginning of each semester prior to instruction.
 - 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.

The board's performance rating:

(circle one rating only for each goal)

- 0 UNACCEPTABLE**
 - 1 NEEDS IMPROVEMENT**
 - 2 GOOD**
 - 3 EXCELLENT**
 - 4 OUTSTANDING**
-

Comments:

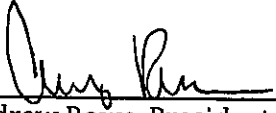
- The average daily attendance (ADA) rate has increased to 95%.

Our evaluation in the area of *Goal Statement 6, Item A* is **4.0 out of 4 (Outstanding)**.

Our evaluation in the area of *Goal Statement 6, Item B* is **3.8 out of 4 (Excellent)**.

WESTSIDE UNION SCHOOL DISTRICT BOARD OF TRUSTEES

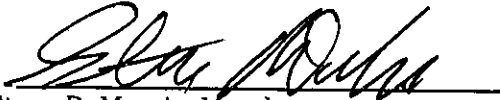
June 12, 2026



Andrew Rowe, President



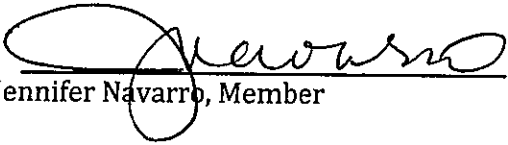
John Cumel, Vice President



Steve DeMarzio, Member



Dr. Chris Grado, Clerk



Jennifer Navarro, Member

