

Superintendent Evaluation
Jerry Brown
California School District
2010-11



The Board of Education of the California School District is tasked on a yearly basis with making an evaluation of the performance of the Superintendent in his role as the chief education officer for the district. This evaluation is based upon three sets of metrics.

1. The degree to which the superintendent's leadership promotes achievement of the targets listed in the district's LCAP (District Goals 1-4),
2. The degree to which the superintendent's leadership promotes achievement of the staffing targets listed in the district's LCAP (District Goal 5), and
3. The degree to which the superintendent's daily routine aligns to the CSBA Superintendent Governance Standards (District Goal 6).

This Superintendent Evaluation was prepared by Educations Systems Engineers (ESE). ESE met with board members to collect information on 9/10/2015, 4/14/2016, and 5/26/2016. Furthermore, ESE met with the California School District Board President on to finalize the evaluation. This Superintendent Evaluation is aligned to the district's LCAP for the 2010-11 school year.

There are 28 specific actions in this evaluation on which the board was asked to give input. For each action the board members gave an objective measure of performance along with some comments as to why that particular measurement was given. The objective measure is based on a 1 - 5 scale with the descriptors for each measure listed below.

5 - Accomplished or Distinguished or Superior
4 - Significant Progress or Proficient or Very Satisfactory
3 - Some Progress or Average or Satisfactory
2 - Little Progress or Needs Improvement or Needs Improvement
1 - No Progress or Failing or Unsatisfactory

This report lists each objective along with brief input from the superintendent on what was accomplished during the year regarding that specific objective. Following this information is an average of the board's objective input between 1 and 5 followed by a summary of the board members' comments for the objective.

The average objective response for goals 1 - 4 is **3.42**. The average objective response for goal 5 is **3**. The average objective response for goal 6 is **4.64**.

Matthew H Stowell, ESE President

Julie Giampaoli, Board President

District Goal 01: 3.6 - Student achievement as measured by API, AYP, and Title III targets will increase.

Action: 01.01. Provide PD and coaching for teachers, invited guest teachers and paraprofessionals on implementation of the CASS, EL Process, ELPAC, SDAIE, Instructional Strategies, formative assessment development etc.

Superintendent Input: Coaching positions are staffed at both schools. Training for CELDT, EL Process, and SDAIE strategies has been provided to staff. The PD and coaches assist teachers and provide the needed to increase the quality of instruction. (100%, 100%)

Board Input: 3.8 - It is good to see 100% of our staff receiving the support that is needed to grow and give our staff that is needed. The board feels like the coaching is excellent and teachers are getting great training. The board is continually kept abreast of the training that is ongoing.

Action: 01.02. All students will complete at least 2 Benchmark Assessments in RLA, Math, ELD, Science, and Social Science. (School City License)

Superintendent Input: All subject matter programs and GLs have taken two benchmark assessments. Assessments have allowed teachers to work from data and shift instructional practices (100%, 75%)

Board Input: 3.2 - The superintendent and principals always report out any assessment that is taking place throughout the year. The board asked if there are ways to improve the data dissemination to help instructional practices.

Action: 01.04. Provide a test prep program for all students to prepare them to be successful in the new California Assessment of Student Performance and Progress (CAASPP). Part of School City

Superintendent Input: iReady is in progress Students currently working on iready platform. (100%, 100%)

Board Input: 3.6 - It is great to see 100% of our students on the iReady platform.

Action: 01.05. Provide a Summer School program with an instructional program that is data driven and focused on: 1. closing the achievement gap, 2. providing enrichment, 3. preparing students for the upcoming school year.

Superintendent Input: K-8 Summer school program provided at both schools. The program addressed targeted student intervention (100%, 100%)

Board Input: 2.8 - The summer school program as been a great return to the district. Student's are targeted who need special intervention. It is a great summer school program! The board asked if students that are advanced can also be in the program.

Action: 01.10. Purchase additional CASS aligned instructional materials to support teachers in working with at-risk and EL students.

Superintendent Input: Learning Lab has purchased materials for RLA. Teachers have reported that these materials are effective. (100%, 100%)

Board Input: 4.5 - No board comments.

District Goal 02: 3.5 - Technology access and instructional use will increase.

Action: 02.01. Provide a learning management system (Synced Solution) to facilitate scope and sequence, deposit lessons, and provide formative assessments.

Superintendent Input: District abandoned Synced Solution and shifted to EdCalliber. EdCalliber is moderately being used by staff. Maximum use is by grade level chairs and instructional coaches. (100%, 10%)

Board Input: 4 - We would like to see more staff use the EdCalliber system.

Action: 02.02. Provide a 1 to 1 environment for district approved technology, i.e. Chrome Book, Surface, Ipad, etc. (\$399/device @ 764 students, \$304,836)

Superintendent Input: Currently own 378 Chromebooks and 150 iPads for students. There are plans to provide the rest with Chromebooks after the ERate hardware upgrade. Student effectiveness has increased in the grade levels where the devices have been deployed. Need still exists at the K-3 grade levels. (66%, 66%)

Board Input: 3 - It is good to see the technology for student use grow.

Action: 02.03. All students will complete some benchmark assessments using digital interface.

Superintendent Input: We have chosen iReady as a benchmark platform. All students will be tested by the end of the year in both Math and Reading K-8. Data provided will assist teachers in determining student need and group students with alike needs for small group instruction. (100%, 80%)

Board Input: 3.6 - No board comments.

District Goal 03: 2.7 - School physical, social and emotional environment will be well maintained, sustainable, safe, welcoming and used by the community.

Action: 03.01. Convene a district safety committee that will meet 3 times each year, provide training for the committee members, and complete update the safety plan every year.

Superintendent Input: The district Safety Committee has not assembled. There is a contract for board approval for EPG on 4/14/16. Staff PD will begin Fall 2016. (50%, 55%)

Board Input: 1.8 - This action was not completed and continues to be a work in progress.

Action: 03.02. Staff a 1.0 FTE counselor position. Job tasks include assisting with discipline, academics, SSTs, assessments, etc.

Superintendent Input: A 1 FTE district counselor was hired. The counselor has participated in SST's, IMatters, MASTERS, PBIS, Social Emotional Behavior Groups. (100%, 80%)

Board Input: 2.2 - This is completed, but superintendent continues to look for avenues where the counselor can be used. The board would also like the district to piggy back on any discussion for services which present themselves in the county.

Action: 03.03. Complete Phase I of the Facilities Master Plan. This phase includes modernizing the PES multi-use room, staff lounge and restrooms, student restrooms, ADA compliance, and the kitchen. (bond and state matching funds)

Superintendent Input: Phase 1, including the PES Multipurpose room, has been completed (100%, 100%)

Board Input: 4 - This action was completed in a timely matter and the board is very happy with the results. Great accomplishment on behalf of the superintendent and the board especially an outstanding job on the multipurpose room at PES.

Action: 03.04. Continue to implement a district-wide PBIS system. Budget for training and rewards

Superintendent Input: Level 1 training has been completed at each site, the team is in place at each site. A reward system for positive behavior, discipline flowchart and school wide matrix has been created. Teaching students and teachers how to dialogue about behavior. (50%, 80%)

Board Input: 2.2 - This action is ongoing and the board will request that this is again be done for next year.

Action: 03.05. Complete technology upgrade plan including a fully wireless environment throughout the district, full VOIP, new fiber backbone, new switches, etc. (E-Rate)

Superintendent Input: Wireless K-1 and 4-8 has been deployed, VOIP will be deployed after network upgrades, Fiber backbone will be upgraded over the summer, new switches have been 70% deployed. The effectiveness only increased in areas where new hardware has been deployed. (70%, 70%)

Board Input: 3.2 - The superintendent has really driven the technology piece and hired IT director and staff to complete tasks.

District Goal 04: 4.3 - Parent and community participation in and connectedness with the schools will increase.

Action: 04.01. Provide annual parent conferences that focus on the theme of parents as “partners and leaders” providing workshops on learning at home strategies, parenting, and understanding of the educational system.

Superintendent Input: PIQUE in progress. In addition parent teachers conferences were held 4/4/16 - 4/8/16 at PES and 5/11/16 at CECMS. (100%, 100%)

Board Input: 4.5 - Our parent conferences have been successful and they have been a benefit to our parents, students, school and staff.

Action: 04.02. Provide workshops to parents designed to assist them in supporting their children academically and to improve parent 21st Century skills.

Superintendent Input: Family Literacy Night was held at PES in October. Tri-District Technology Parent Information Night was also held. Principal's frequently participate in PIQUE parents group. Bringing in parents supports the school's literacy and technology goals at both sites (30%, 80%)

Board Input: 4 - Parent workshops have been held; although, attendance hasn't been what we would like it to be. More outreach may be needed to reach our parents.

Action: 04.03. Provide PD to board members, faculty, staff and the administration on the LCAP and review LCAP progress at least twice each year and write next year's LCAP.

Superintendent Input: All stakeholders have received ongoing PD and updates on the process. The board was updated on 4/14/2016. These sessions have increased understanding of the process. (100%, 70%)

Board Input: 4.3 - No board comments.

District Goal 05: 3 - Staff all certificated and classified positions with appropriately skilled and credentialed people and provide all basic services needed to run the district.

Action: 05.03. Staff 1.0 FTE Academic Coaches to provide instructional support to all teachers.

Superintendent Input: 1.5 FTE Academic Coach has been hired. Instructional Coaches work with grade levels to provide professional development, instructional mapping for all grade levels, and development of formative assessments. (100%, 80%)

Board Input: 3 - Teachers are receiving the necessary instructional support to develop and growth. The board asked if there is room to provide more coaches to all grade levels.

District Goal 06: 4.6 - Manage and lead the district according to the CSBA Superintendent Governance Standards.

Action: 06.01. Promotes the success of all students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.

Superintendent Input: Continually promote the success of all students by focusing PD on literacy, rigor, grading, standards based learning and communication. Continue to provide Medical and AG Academies for our students. All efforts are preceded by the question of "How will this benefit our students?" Student learning outcomes are at the forefront of all we do.

Board Input: 4.8 - Mr. Brown keeps us posted on all advancements pertaining to the students and their grades. He is very focused on the success on our students and is very supportive in keeping us focused on their learning and achievement. The superintendent does a great job promoting the success of all students.

Action: 06.02. Values, advocates and supports public education and all stakeholders.

Superintendent Input: I 100% support and advocate for all avenues of public education, including non-traditional pathways for students, such as charter schools, continuation schools, and adult schools. There is no one person in CJUSD that advocates for CJUSD at every meeting, at every event, day in and day out, then I do.

Board Input: 4.6 - Mr. Brown is very proud of the achievement of our students, and always gives credit to board and teachers. He is part of several committees that support educational needs in the community. He constantly strives to keep up with changes in the education industry and to keep everyone else updated. There is no argument about his support for our school and public education.

Action: 06.03. Recognizes and respects the differences of perspective and style on the board and among staff, students, parents and the community — and ensures that the diverse range of views inform board decisions.

Superintendent Input: I must work with the different perspectives on a daily basis and make sure we are providing equity to all. Implicit bias is an area of continual focus with myself and the staff to make sure we are equitable in all we do with students as well as parents. We must always remember that equity is not equal.

Board Input: 4.8 - Mr. Brown recognizes each board member's perspective. When a situation ends up differently than one of us hoped, he will ask if we are OK with the final vote. He is very transparent with the board. We have seen that he respects all people young and old. He has been very open with the board. He understands students needs and parents concerns. He participates in many community meetings. Kudos to Mr. Brown.

Action: 06.04. Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.

Superintendent Input: 100%. I always act with dignity, ethics, civility, and respectfully to everyone, 100% of the time while at CJUSD and when I am not at CJUSD. It is part of the Bluestein fabric.

Board Input: 4.8 - Mr. Brown treats everyone with a handshake and a genuine smile. If there is a misunderstanding, he wants to know how it can be rectified. He very respectful with the board and we have witnessed his respect with staff, students and parents. We have worked with several superintendents and while all have met this standard, Mr. Brown does so in a exemplary manner.

Action: 06.05. Serves as a model for the value of lifelong learning and supports the board's continuous professional development.

Superintendent Input: I continue to attend the Superintendent's Symposium and CALSA events to further my own education with new educational information that I can bring back to the staff. I continue to meet virtually this year to work on making the students, staff and community feel they are informed.

Board Input: 4.6 - The community and teachers recognize Mr. Brown's commitment to our students, and value his time when he partakes in community events. He keeps the board focused and on top of the professional development. He also has done much to give the board professional development opportunities. He makes opportunities available continuously.

Action: 06.06. Works with the board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.

Superintendent Input: I support the governance team and work continuously to support the vision of the Trustees and the school district, and model and support a positive organizational culture.

Board Input: 4.8 - The board's vision is shared with our superintendent and discussed. He keeps us informed on situations on campus and contacts us immediately when situations are severe. He keeps the board together and in touch. When we attended out board conference we are in consent contact and we spend time sharing what we have learned. He also is always keeping the board in the loop with all that is going on. Every year governance is a topic that is viewed and discussed during a board study session.

Action: 06.07. Recognizes that the board/superintendent governance relationship is supported by the management team in each district.

Superintendent Input: I believe the relationship between the board and superintendent is symbiotic. We must work together and support each other. We can disagree behind closed doors but must always provide a united front for the public.

Board Input: 4.6 - The superintendent and the management team are very supportive and there is a good relationship between the board and the superintendent.

Action: 06.08. Understands the distinctions between board and staff roles, and respects the role of the board as the representative of the community.

Superintendent Input: The board is the voice of the community and must be able to help the community understand the role of board members as policy makers.

Board Input: 4.6 - Mr. Brown's statement, "I love this district", shows a huge affection for this town that we as board members share. He keeps an open door policy for students, teachers, parents, and board members. He is very respectful to each board member. Mr. Brown understands well his role as superintendent and the role of the governing board. He does a great job representing the board to the community.

Action: 06.09. Understands that authority rests with the board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the board as a whole.

Superintendent Input: My board members understand they are a body of 5 people. One board member alone holds no power. The power comes in the group when making decisions to continue to move the district forward.

Board Input: 4.8 - Mr. Brown always gives the board praise for doing a good job. He gives input and listens to our point of view, as the board discusses situations. He has always been open and clear with his guidance. He gives us information to review if there is decision to be made. All information is given to us in a timely fashion. He always addresses as a whole. Although the board has opinions on every item, the superintendent guides the board with as much information to make clear and informed decisions. Does an excellent job in assisting board decisions.

Action: 06.10. Communicates openly with trust and integrity including providing all members of the board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.

Superintendent Input: I believe this is one of my strongest qualities in providing information to all board members in a timely manner. I always try to anticipate any issue you may hear about and respond to all questions or concerns from all board members.

Board Input: 4.8 - I have always found Mr. Brown to be fair and honest. He keeps the board informed and is always ready to discuss matters in length. He always provide the information we need with time for us to review. He will get the information to us according to each board member. We are a team and Mr. Brown provides equal access to all board members. Informed decisions come with the understanding that everyone has received all the information to make good-wise decisions. In this respect Mr. Brown communicates very well with the board.

Action: 06.11. Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

Superintendent Input: It is my responsibility as the Superintendent to be held accountable for all aspects of running the district. This includes implementing the vision that student learning is the #1 goal at LGUHSD. All students have a dream and it is my job to help each student achieve that dream by having the appropriate staff to move them towards that dream.

Board Input: 3.8 - Policies are presented to the board as well as the superintendent's actions. He seeks input for the betterment of our school and students with regards to district policies. He take his leadership very seriously. He accepts responsibility and accountability for implementing the vision,goals and policies of the district. In short he is a great leader and does a great job.
