



CSBA Board Self Evaluation Report for Alum Rock Union Elementary School District

This board self-evaluation report is provided to member districts by the California School Boards Association. The information contained in this report is preliminary; it is the first step in the board self-evaluation process. Board members will need to set aside time at a board meeting to discuss the results of the evaluation, their individual assessments of the board's progress toward their goals, and how the board might best improve board performance.

Data collection and report distribution

Each board member used an online self-evaluation form to record their individual thoughts; board members did not have access to each other's responses. CSBA provided this report to the district with CSBA's recommendation that it be distributed to board members through the district's regular process for distributing board meeting agenda and materials.

What does the report mean?

This report is a record of individual perceptions at the time board members took the survey. The report indicates the range of their perceptions. However, these are only perceptions, not facts. The purpose in collecting and organizing these perceptions is to give the board a starting place to have an effective conversation about their governance work.

Why do school boards evaluate themselves?

CSBA believes the board self-evaluation can strengthen board performance and lead to improved district performance and greater community confidence in the board and the district. Board self evaluation is an important responsibility for the board for three reasons:

1. *School boards evaluate themselves to demonstrate that districts leadership is committed to continuous learning at every level.* To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.
2. *School boards evaluate themselves to create a culture of using feedback to get better.* If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create the culture that makes it safe to reflect on performance in order to improve it.
3. *School boards evaluate themselves to demonstrate accountability to the community that elected them.* As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

At CSBA, we hope these results will help your board model continuous improvement, create the culture of reflecting on performance, and engage the community more fully in the challenge and the importance of school district governance. Good luck.

How to use your *Board Self-Evaluation Results*







When?

The board should schedule a special open-session conversation/discussion meeting to review the results of this survey.

Guide to the Report

The report provides the board with perception data - how trustees individually perceive the board's effectiveness. The range of scores across topics will help the board identify areas in which board members might achieve greater collective clarity in fulfilling their governance responsibilities. The results are color-coded for ease of interpretation.

Color	Distribution of Ratings	Implications
	All board members rated this item as <i>Almost Always</i> or <i>Often</i>	A strength for all members
	A majority of board member rated these items as <i>Almost Always</i> or <i>Often</i>	A strength for majority of members
	A majority of board member rated these items as <i>Less Often</i> or <i>Rarely</i>	An area of growth for majority of members
	All board members rated this item as <i>Less Often, Rarely, or Not Sure</i>	An area of growth for all members

The board can improve its cohesiveness by discussing the range of responses, learning each member's rationale for his/her ratings. In some cases, the board may find that members have different expectations for what deserves an 'Almost always' vs. an 'often,' but that there is general agreement on how the board is performing.

How to structure the board conversation

As the board discusses these results, remember a few critical points:

- The report displays a range of perceptions, *not facts*.
- Focus your discussion on what matters most.
- Each member should practice empathetic listening and work to understand the views of other board members.
- It's okay to differ in opinion; you don't always need to agree, but *you do need to understand*.

Step 1: Confirm the strengths. (Green)

Step 2: Confirm the areas for growth. (Red)

Step 3: Identify areas where perceptions are mixed. (Blue or Yellow)

Step 4: Focus.

From the results from steps 2 and 3 above, the board should agree on the three to five most important areas for improving board performance. The board should answer the question: *Which areas of improvement will be most beneficial to the board and the district?*

Step 5: Set goals.

Set specific, measurable, time-bound goals with success indicators for improving board performance in each area.

Step 6: Schedule board development workshops throughout the year and add them to your Governance Calendar.

If you would like help: CSBA's *Governance Consulting Services* provides board development coaching and guidance. If you would like to discuss how these services can be tailored to meet your particular needs, please call us at 916-669-3293 or to request a board self-evaluation visit <http://bse.csba.org>.

Board Self-Evaluation Result

Alum Rock Union ESD



1. Conditions of Effective Governance

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Board unity						
1. The board is focused on achievement for all students.		0	2	2	0	1
2. The board is committed to a common vision.		0	0	4	0	1
3. The board stays focused on district priorities.		0	1	2	1	1
4. The board works well together.		0	1	3	0	1
5. The board commits the time to become informed.		1	2	1	0	1
6. Individual board members do not undermine board decisions.		0	1	3	0	1
Roles and responsibilities						
7. Board members agree on the role and responsibilities of the board and the superintendent.		0	1	1	2	1
8. Board members follow board agreements regarding speaking for the board.		1	0	3	0	1
9. Board members keep confidential matters confidential.		0	0	2	2	1
10. The board gives direction to the superintendent only at board meetings.		0	1	1	2	1
11. Individual board members do not attempt to direct the superintendent.		0	0	1	3	1

A strength for most members














A strength for simple majority

Area of growth for simple majority

Area of growth for most members

1. Conditions of Effective Governance

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Board culture						
12. The board treats the superintendent with respect.		0	2	2	0	1
13. The board manages internal conflicts in a productive manner.		0	1	2	1	1
14. Board members follow agreements on how they will act towards each other.		0	1	2	1	1
15. Board members treat each other with respect.		0	2	2	0	1
16. Board members demonstrate they understand other perspectives.		0	2	2	0	1
17. Board members usually discuss questions about agenda items with the superintendent prior to the board meeting.		0	3	0	0	2
Board operations						
18. The board governs within board-adopted policies, bylaws and protocols to manage board operations.		0	3	1	0	1
19. Board members receive timely information.		1	1	2	0	1
20. Board members receive adequate information.		1	1	2	0	1
21. All board members receive the same information.		2	1	1	0	1
22. Board members follow agreements about how to request clarifying or additional information about agenda items.		0	1	2	0	2
23. Board members follow agreements on how to bring up new ideas.		0	0	3	0	2
24. Board members follow agreements on how concerns from the community will be handled.		0	1	3	0	1



A strength for most members



A strength for simple majority



Area of growth for simple majority




Area of growth for most members

1. Conditions of Effective Governance





Number of members responded

Almost Always	Often	Less Often	Rarely	Not Sure
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Board meetings

25. The board agrees on the role of the board president in managing board meetings.		2	0	1	1	1
26. Board meeting agendas reflect district priorities.		2	2	0	0	1
27. Board members come to meetings prepared.		1	2	0	1	1
28. The board effectively uses data in its decision-making.		0	1	2	1	1
29. The board confines its meetings to a reasonable length of time.		0	1	2	1	1
30. There is a good relationship between how long the board spends on an agenda item and the importance of the item.		0	0	3	1	1
31. The board effectively manages community input at board meetings.		0	3	0	1	1

Board development

32. The board agrees on the process for identifying officers.		0	2	1	1	1
33. The board plans for the development and training of the board.		0	2	1	1	1
34. The board effectively orients new members.		0	0	1	2	2
35. The board reviews its governance agreements regularly.		1	0	2	1	1



A strength for most members



A strength for simple majority












Area of growth for simple majority



Area of growth for most members

2. Board Responsibilities

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Setting direction						
36. The board provides opportunity for community input when developing the district's mission, core beliefs and vision.		1	2	1	0	1
37. The board adopts long-range priorities.		0	0	4	0	1
38. The board uses the district's mission, core beliefs and vision to drive district performance.		0	0	2	1	2
39. The board adopts clear and measurable indicators to assess district performance.		0	1	2	1	1
Structure						
40. The board adopts a fiscally responsible budget aligned to the district's vision and goals.		0	2	2	0	1
41. The board regularly monitors the fiscal health of the district.		0	3	1	0	1
42. The board has an effective process to review, revise and adopt policies.		0	2	2	0	1
43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals.		0	2	1	1	1
Support						
44. The board demonstrates commitment to district priorities and goals.		0	1	1	1	2
45. The board demonstrates support for the superintendent in carrying out board directives.		0	1	1	2	1
46. The board is represented at key district events.		1	1	2	0	1
47. The board celebrates district accomplishments.		1	1	1	1	1



A strength for most members



A strength for simple majority














Area of growth for simple majority



Area of growth for most members

2. Board Responsibilities

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Accountability						
48. The board monitors student progress against established benchmarks.		0	1	1	2	1
49. The board monitors progress towards district goals based on established success indicators.		0	1	2	0	2
50. The board monitors the implementation of the adopted budget.		0	1	2	1	1
51. The board monitors the implementation of board policies.		0	2	2	0	1
52. The board evaluates the performance of the board.		0	0	3	1	1
53. The board evaluates the performance of the superintendent based on established expectations.		0	0	3	1	1
Community leadership						
54. The board uses cohesive messages to communicate district priorities, goals and needs.		0	1	2	1	1
55. The board provides community leadership on educational issues.		0	1	2	1	1
56. The board pursues partnerships to support district efforts.		0	1	2	1	1
57. The board advocates on behalf of students and public education at the local, state and federal levels.		0	1	3	0	1
58. The board informs the community on district priorities, progress, needs and opportunities for involvement.		0	1	3	0	1



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