

ALBANY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

SPECIAL MEETING

ALBANY CITY HALL

1000 San Pablo
Albany, CA 94706

TUESDAY

October 23, 2012

6:00 p.m. – 7:30 p.m.

A G E N D A

<u>Meeting Norms</u>	
<ol style="list-style-type: none"> 1. Maintain a focus on what is best for our students. 2. Show respect (never dismiss/devalue others). 3. Be willing to compromise. 4. Disagree (if necessary) agreeably. 5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view. 6. Participate by building on the thoughts of a fellow Board member. 7. Make a commitment to open communication and honesty; no surprises. 8. Commit the time necessary to govern effectively. 9. Be collaborative. 10. Maintain confidentiality (which leads to the building of trust). 11. Look upon history as lessons learned; focus on the present and the future. 	<p>I. <u>OPEN SESSION</u> 6:00 p.m.</p> <p>(5 mins.)</p>
	<p>A) Call to Order B) Roll Call C) Pledge of Allegiance D) Approval of Agenda</p>
	<p>II. <u>BOARD SELF EVALUATION</u> 6:05 p.m.</p> <p>(55 mins.)</p>
	<p>III. <u>FUTURE BOARD MEETINGS</u></p> <ol style="list-style-type: none"> 1. Tuesday, November 13, 2012, 7:00 p.m., Regular Meeting Albany City Hall, 1000 San Pablo, Albany 2. Tuesday, November 27, 2012, 7:00 p.m., Regular Meeting Albany City Hall, 1000 San Pablo, Albany
	<p>IV. <u>ADJOURNMENT</u> 7:30 p.m.</p>

The Board of Education meeting packet is available for public inspection at: 1) Albany City Hall, 1000 San Pablo Avenue; 2) Albany Public Library, 1247 Marin Avenue; 3) Albany Unified School District, 1051 Monroe Street; and is available on the Albany Unified School District web site: www.ausdk12.org.

If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet. In compliance with the Americans with Disabilities Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be given forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).



CSBA Board Self Evaluation Report Albany Unified School District

This board self-evaluation service 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 a 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 could place the discussion of these results on the agenda of any regular board meeting. However, fully reviewing these results can take time, and the board may be best served by scheduling a special governance study – in open session - to conduct its self-evaluation.

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 the board might achieve greater collective clarity in fulfilling their governance responsibilities.

Grade	Distribution of Ratings	Implications
A	A majority +1 (4 of 5 members or 5 of 7 board members) rated this items as <i>almost always</i> or <i>often</i> .	<i>A strength for most members</i>
B	A simple majority (3 of 5 members or 4 of 7 members) rated this item as <i>almost always</i> or <i>often</i> .	<i>A strength for simple majority</i>
C	A simple majority (3 of 5 members or 4 of 7 members) rated these items as <i>less often</i> or <i>rarely</i> .	<i>Area of growth for simple majority</i>
D	A majority +1 (4 of 5 members or 5 of 7 board members) rated this items as <i>less often</i> or <i>rarely</i> .	<i>Area of growth for most members</i>

The board can improve its cohesiveness by discussing the range of responses, learning each member's rationale for their 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 perception, *not facts*.

The benefit of self-evaluation is not in the results from the assessment, but in the quality of your conversation in response to the results.

You can't talk about everything – there's too much. Focus on what matters most.

Each member should try to understand the views of other board members.

It's okay to differ in opinion; you don't always need agreement. *You do need understanding.*

Step 1: Confirm the strengths.

Identify all A and B items and confirm that the *majority of the board believes these are strengths.*

Step 2: Confirm the potential areas for growth.

Review all C and D items and confirm that the *majority of the board believes these are areas for potential growth.*

Step 3: Identify areas where perceptions are mixed.

Identify items where the highest and lowest ratings differ by 2 or more. Look for:

Distribution - three or all four of the ratings are applied to an item.

Splits – a '0' in 'Often' or 'Less Often' with votes on either side.

Step 4: Focus.

From the results from steps 2 and 3 above, the board should select - through consensus or vote - *a limited number* of areas [three to five] for improving board performance. The board should answer the question: *Which areas of improvement will be most beneficial to the district and the board?*

Step 5: Set goals.

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

Step 6: Integrate board development into the regular agenda.

Clarify when progress towards the board's improvement goals will be reviewed at future board meetings.

AUSD Board Self-Evaluations **2012**

I. UNITY OF PURPOSE

555443	1. Is focused on learning and achievement for all students
544433	2. Is committed to a common vision and agree on what they want to accomplish as a team.
544443	3. Stays focused on the district's priorities
544433	4. Works well together as a team
554443	5. Commits the time and energy necessary to be informed and effective leaders.
554443	6. Allows majority decisions of the board to set the direction for the district, refraining from undermining those decisions even when individual views may differ from the majority decision.

II. GOVERNANCE TEAM ROLES AND RESPONSIBILITIES

554443	7. Governance team members agree on the role and responsibilities of the board and the superintendent.
555554	8. Individual board members refrain from making commitments on behalf of the entire board
555544	9. Board members keep confidential matters confidential.
543332	10. The board gives direction to the superintendent only at public meetings of the board, and individual board members do not attempt to exercise individual authority in directing the superintendent.
554443	11. The board understands its governance responsibilities are to set the direction and provide a policy and accountability framework for the district, not to perform management functions.

III. GOVERNANCE TEAM CULTURE

553333	12. The board communicates with the superintendent in a climate of trust and mutual respect.
544333	13. The board assumes collective responsibility for board conduct, behavior and conflict management.
544333	14. The governance team actively uses and abides by written agreements on how they will act towards each other and others when working as a group.
555533	15. Governance team members operate openly, with trust and integrity and treat everyone with civility and respect.
555433	16. Members of the governance team listen to each other in order to understand the other person's perspective.
544443	17. The board and superintendent avoid surprises at meetings by discussing questions in advance whenever possible.

IV. GOVERNANCE TEAM OPERATIONS

444443	18. The board governs within board-adopted policies, bylaws, and protocols to manage board operations.
444443	19. Board members receive adequate and timely information to render informed decisions.
544443	20. All board members receive the same information.
544443	21. Governance team members agree on how board members will request clarifying or additional information about agenda items.
554444	22. Governance team members agree on how to bring up new ideas.
554433	23. Governance team members agree on how concerns from the community will be handled.
544322	24. The governance team creates opportunities for the diverse range of views in the community to inform board deliberation.

V. BOARD MEETINGS

554322	25. The governance team has discussed and agreed upon the role of the board president.
444433	26. Board meeting agendas reflect district priorities and goals, and are used to focus board meetings.
554444	27. Board members come to meetings prepared.

AUSD Board Self-Evaluations **2012**

433322	28. The board effectively uses data as a component of its decision-making process.
554444	29. The board meetings conform to the protocols in the Board Handbook.
444444	30. There is a good relationship between how long the board spends on an agenda item and the importance of the item.
544444	31. The board effectively guides community input in a manner that balances the importance of inclusiveness and the board's need to conduct effective and efficient meetings.

VI. GOVERNANCE LEADERSHIP DEVELOPMENT

544443	32. The board agrees on the process for selecting officers
433222	33. The board demonstrates a commitment to continually improve governance efforts by planning for the development and training of its members.
433222	34. The governance team implements an effective process for orienting new members to district operations, board operations, district priorities and goals, and the superintendent evaluation process.
554433	35. The governance team reviews its governance agreements regularly and provides opportunities for new team members to provide input
444443	36. Ensures community participation when developing the district's mission, core beliefs and vision.
544433	37. Effectively develops and adopts long-range priorities and annual goals.
444333	38. Uses the district's mission, core beliefs and vision to drive district performance and improve student achievement.
333333	39. Effectively develops and adopts clear and measurable indicators to assess progress towards priorities and goals.

VII. STRUCTURE

555543	40. The board adopts a fiscally responsible budget aligned to the district's vision and goals.
555553	41. The governance team regularly monitors the fiscal health of the district.
554443	42. The governance team has an effective process to review, revise and adopt policies that align with the district's vision and goals, and are consistent with the law
332111	43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals.

VIII. SUPPORT

544444	44. The board effectively demonstrates commitment to district priorities and goals.
544333	45. The board effectively demonstrates support for the superintendent in carrying out board directives.
555543	46. The board attends and participates in key district events
555543	47. The board celebrates student successes and staff accomplishments.
554444	48. Board members avoid undermining the board's majority decisions.

IX. ACCOUNTABILITY

444322	49. Monitors student progress against established benchmarks.
443332	50. Monitors progress towards district goals based on established success indicators.
554443	51. Monitors the implementation of the adopted budget.
333332	52. Monitors the implementation of board policies.
544444	53. Evaluates the performance of the board.

AUSD Board Self-Evaluations **2012**

555443 54. Evaluates the performance of the superintendent based on established expectations.

X. COMMUNITY LEADERSHIP

333322	55. Uses cohesive messages to communicate district priorities, goals and needs.
543322	56. Provides community leadership on educational issues.
322211	57. Pursues partnerships to support district efforts.
333222	58. Advocates on behalf of students and public education at the local, state, and federal levels.
443322	59. Informs and educates the community on district priorities, progress, needs, and opportunities for involvement.

Scored as follows:

- 1. Rarely**
- 2. Not very often**
- 3. Often**
- 4. Frequently**
- 5. Almost always**