

# Ventura Unified School District

## EFFECTIVE GOVERNANCE WORKSHOP: BOARD SELF-EVALUATION

### Discussion Guide

June 16, 2020 – 9:00 AM – 2:00 PM

Conducted by

*LUAN BURMAN RIVERA, CSBA GOVERNANCE EDUCATOR/CONSULTANT*

#### Goals of the governance conversation:

1. Board Self-Evaluation
2. Review Governance Handbook

*Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.”*

~Vince Lombardi

9:00 – 10:00  
AM

Welcome/Introductions/Overview  
Meeting Guidelines

10:00 AM –  
Noon

Review of Board Self-Evaluation – Building a Stronger Team:

- Strengths of Governance Team
- Areas to Discuss and Address

(12:00 – 12:30 PM – Lunch)

*“The behavior that is modeled by the leadership profoundly shapes the culture of an organization.”*

~Dr. Carol Roberts

12:30 – 1:45  
PM

Review of Governance Handbook:

- Roles and Responsibilities
- Norms & Protocols

Possible Goal Development

1:45 – 2:00 PM

- Next Steps
- Workshop Evaluation and Adjourn



# Sample Meeting Guidelines

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- We will keep our focus on the best interest of our students.
- We will listen actively to all ideas. / We will listen openly without preparing responses.
- Everyone's opinions count. / We will be open to the ideas of others.
- We will wait to speak until a team member has finished talking. / We will keep our remarks brief and to the point so that all opinions can be expressed.
- Anyone can call a “time out” if s/he feels the need for a break.
- We will communicate openly and honestly with each other.
- We will respect differences. / We will show respect – never dismiss or devalue others.
- We will be supportive rather than judgmental.
- We will give helpful feedback directly and openly.
- All team members will offer their ideas and resources.
- We will build upon the ideas of others and look for common ground. / We will paraphrase for understanding.
- Each member will take responsibility for the work of the team. / We will each be responsible for the success of the meeting – participate equally – address concerns.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will stay focused on our goals and avoid getting sidetracked.
- When we have a difference of opinion, we will debate the facts of the situation and avoid personalities. / We will address process -- not personalities.
- We will all work to make sure there are no hidden agendas and that all issues and concerns can be dealt with openly by all members.
- We will work toward the future – learning from the past.

# **Board Bylaw**

## **Limits of Board Member Authority**

BB 9200

### **Board Bylaws**

The Governing Board recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

- (cf. 1160 - Political Processes)
- (cf. 9000 - Role of the Board)
- (cf. 9005 - Governance Standards)
- (cf. 9270 - Conflict of Interest)
- (cf. 9323 - Meeting Conduct)

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

- (cf. 1340 - Access to District Records)
- (cf. 4112.6/4212.6/4312.6 - Personnel Files)
- (cf. 9011 - Disclosure of Confidential/Privileged Information)
- (cf. 9322 - Agenda/Meeting Materials)

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 3320 - Claims and Actions Against the District)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

A Board member should be aware of his/her role as a Board member when interacting with district employees. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee when volunteering within the district.

(cf. 1240 - Volunteer Assistance)  
(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

7054 Use of district property

35010 Control of district; prescription and enforcement of rules

35100-35351 Governing boards, especially:

35160-35184 Powers and duties

35291 Rules

35292 Visits to schools (Board members)

51101 Rights of parents/guardians

GOVERNMENT CODE

54950-54962 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body of a local agency

54952.7 Copies of chapter to members of legislative body

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw VENTURA UNIFIED SCHOOL DISTRICT

adopted: November 22, 1994      Ventura, California

revised: January 24, 2017



Ventura Unified  
SCHOOL DISTRICT

Board of Education  
Governance Handbook

Board of Trustees

President, Sabrena Rodriguez  
Vice President, Jackie Moran  
Trustee, Matthew Almaraz  
Trustee, Dr. Jerry Dannenberg  
Trustee, Velma Lomax

Dr. Roger Rice, Superintendent

October 16, 2019

EFFECTIVE GOVERNANCE  
**Unity of Purpose, Roles, Responsibilities,  
Norms and Protocols**

This document reflects the governance team's work on the creation of a framework for effective governance. This process involves **ongoing** discussions and agreements about unity of purpose, roles, responsibilities, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.

On October 14, 2017, May 23, 2018, April 11, 2019 and October 16, 2019, the members of the Ventura Unified School District Governance Team participated in workshops on Effective Governance with the California School Boards Association. This document reflects the governance team discussions about developing and sustaining a framework for effective governance. This Governance Handbook reflects highlights of their ongoing conversations about unity of purpose, roles, responsibilities, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.

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## **UNITY OF PURPOSE**

### **Unity of Purpose:**

Unity of purpose is the common focus, overarching goals, and the core values, beliefs and principles governing body members share in common about children, the District, and public education.

### **CELEBRATING WHO WE ARE AND WHERE OUR STUDENTS ARE HEADING:**

### **Our Promise:**

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion —academically and personally — believing that each and every student has a brilliant future ahead of them.

## **We Are Committed To Providing**

- A safe, healthy, and positive learning environment in every school
- Rigorous and relevant academics that challenge each student
- Engaging settings that stimulate curiosity and empower students to have a voice in their learning
- Real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- Consistent, enthusiastic and unwavering encouragement of each and every child — so they can discover who they want to become academically, personally, and socially
- Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

**For the future of every student.**

## **ROLES AND RESPONSIBILITIES**

### **The Role of the Board and Superintendent – CSBA:**

School Board “trustees” are the representatives of the people, elected to ensure District Schools educate students in consideration of the interests of the local community. The role of the School Board is to govern the School District.

The Superintendent is hired by the School Board to provide the professional expertise in the day-to-day operations of the District.

### **The role of the Superintendent is:**

1. To work with the School Board to develop an effective governance leadership team.
2. To serve as the chief executive officer (CEO) for the School District.

## **Performing Board Responsibilities – CSBA:**

We Set the Direction for the Community's Schools by:

- Focusing on student learning.
- Assessing needs/obtaining baseline data.
- Generating, reviewing or revising Direction Setting documents (beliefs, vision, priorities, strategic goals, success indicators).
- Ensuring an appropriate, inclusive process is used to develop these documents.
- Ensuring that these documents are the driving force for all District efforts.

We Establish an Effective and Efficient Structure for the School District by:

- Employing the Superintendent.
- Setting policies for hiring of other personnel.
- Overseeing the development and adoption of policies
- Setting direction for and adopting curriculum.
- Establishing budget priorities and adopting the budget.
- Providing parameters for and voting to accept collective bargaining agreements.

We Provide Support through our behavior and actions by:

- Acting with a professional demeanor that models the District's beliefs and vision.
- Making decisions and providing resources that support mutually agreed upon priorities and goals.
- Upholding board-approved District policies.
- Ensuring a positive personnel climate exists.
- Being knowledgeable about District efforts and able to explain them to the public.

We Ensure Accountability to the Public by:

- Evaluating the Superintendent.
- Monitoring, reviewing and revising policies.
- Serving as a judicial and appeals body.
- Monitoring student achievement and program effectiveness.
- Monitoring and adjusting District finances.
- Monitoring the collective bargaining process.

We Act as Community Leaders by:

- Speaking with a common voice about District priorities, goals and issues.
- Engaging and involving the community in District schools and activities.
- Communicating clear information about policies, programs and fiscal conditions of the District.
- Educating the community and the media about issues facing the District and public education.
- Advocating for students, District programs and public education to the general public, community, local, state and national leaders.

## **Enhancing Team Communication by Understanding:**

### What the Board needs from the Superintendent:

Superintendent supports the Board in fulfilling their responsibilities by Providing:

- Trust
- Information
- Clear communication
- Expertise in knowledge of laws that govern schools
- Collaboration
- Leadership
- Unity – being a steady force
- Results

### What the Superintendent needs from the Board:

The trustees can support the Superintendent in fulfilling his responsibilities by:

- Trust
- Clear communication – clearly defined goals – scope of work
- Letting him figure out the “HOW.”
- Benefit of the doubt
- Encouragement
- Back - up

### What Governance Team Members Need from each other:

The trustees can support each other by:

- Maintaining trust
- Clear communication
- Honest, straight talk
- Mutual respect
- Each staying within their Governance role
- Confidentiality

# **Ventura Unified School District Positive Governance Team Culture**

## **Norms and Protocols:**

The Board of Education for the Ventura Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public's interest in the schools, and to ensure that a high quality education is provided to each student. To effectively meet District challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors or norms, and operating procedures or protocols, support consistent behavior and actions among team members. The purpose of the Ventura USD governance team agreements is to ensure that a positive and productive working relationship exists among Board Members, the Superintendent, District staff, students, and the community. Norms and protocols are developed for and by the members of the governance team, and may be modified over time as needed.

## **OUR AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP**

### **Meeting Guidelines:**

- For the future of every student, we will stay focused on our goals.
- We will respect differences of opinion and address process, not personalities.
- We will come to meetings prepared.
- We will limit our use of electronic devices to agenda notes and emergencies.
- We will strive to be constructive and supportive and ask questions in advance.
- We will wait to speak until a team member has finished talking. We will keep our remarks brief and to the point so that all opinions can be expressed.
- We will be a unified team, communicate openly and honestly, keeping confidential information confidential.
- We will work to build consensus and support majority decisions once they are made.
- When an issue does not receive a unanimous vote, we will respect the process and the decision of the majority.
- We are here for the future of every student.

October 16, 2019

## **SUPPORTIVE STRUCTURES AND PROCESSES**

### **Protocols:**

Effective governance teams discuss and agree upon the formal structures and processes, or protocols, used by the Board and Superintendent in their functioning as a team. These structures and processes guide the operations of the governance team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles.

The following protocols were developed at our Governance Workshops:

TOPIC:	PROTOCOL:
<p><b>Responding to Staff or Community Concerns or Complaints</b></p>	<p><b><u>Rationale:</u></b></p> <ul style="list-style-type: none"> <li>• We care about our constituents concerns and want to hear them but we recognize that “the Board is the unity of authority over the District and... Individual Board Members do not have the authority to resolve complaints,” as stated in BB 9200, Limits on Board Member Authority.</li> <li>• Therefore, we want to assist the complainant in getting to someone who really can address his/her issue.</li> </ul> <p><b>Therefore, when a Board Member is approached by a community or staff member with an issue or concern, he/she will:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Receive</u></b> – Listen without interruption and without preparing a response to the person’s issues or concerns, unless it is an issue that may come before us in our judicial role (personnel issues and student discipline) - that information will be shared with the entire Board at the appropriate place and time - during the hearing.</li> <li>• <b><u>Repeat</u></b> – If it is appropriate for us to listen to the concern, we will paraphrase or ask a clarifying question to ensure understanding of what has been said.</li> <li>• <b><u>Request</u></b> – Ask what the person sees as the solution to the problem or concern. Ask what they would have us do with the information they have given us.</li> <li>• <b><u>Review</u></b> – The conversation (and next steps, if any).</li> <li>• <b><u>Redirect</u></b> – Put the person back into the system at the appropriate place.</li> <li>• <b><u>Report</u></b> - Notify the Superintendent of the conversation so that he has the full picture and can follow through as appropriate and/or necessary.</li> </ul>

TOPIC:	PROTOCOL:
<p><b>Coming to Board Meetings Prepared</b></p>	<p><b><u>Rationale:</u></b></p> <ul style="list-style-type: none"> <li>• We believe in the norm of, “no surprises “and do not want to blind-side anyone.</li> <li>• We wish to show <u>respect for the staff</u>. Staff puts a great deal of time and effort into creating the materials that we need in order for us to have a thorough discussion of each item. Not being prepared undermines the staff’s trust in the Board.</li> <li>• <u>Efficiency of Meetings:</u> We do not want to spend meeting time answering questions when the answers are already contained in our materials.</li> <li>• Respect for one another’s views and use of our time</li> <li>• Public perception</li> <li>• As trustees, we have a responsibility to come to meetings prepared to deliberate and vote on the issues/items before us.</li> </ul> <p><b>Therefore, we agree that:</b></p> <ul style="list-style-type: none"> <li>• Staff has a responsibility to provide Trustees with the data/information that the Board needs, in a timely fashion.</li> <li>• Board Members will read and consider all of the information provided to them before meetings.</li> <li>• After studying Board material, Board Members will ask their questions in advance so that staff is prepared to answer them. Questions will be sent to the Superintendent or appropriate staff members. The Superintendent will be copied on any questions addressed to other staff members, in order to keep him informed.</li> <li>• We will be on time to all meetings and be prepared to address the issues before us.</li> </ul>

TOPIC:	PROTOCOL:
<p><b>Adopting Board Policies</b></p>	<p><b><u>Rationale:</u></b> We wish to have an efficient process for adopting Board Policies to avoid delays and confusion.</p> <p><b>Therefore, we agree that:</b></p> <ul style="list-style-type: none"> <li>• When appropriate, staff may recommend and the Board may approve waiving a second reading on non-controversial, routine policies, allowing the Board to approve the policy on the first reading in accordance with the law and BB 9311, <i>Board Policies</i>.</li> <li>• If during a first or second reading of a policy, controversy occurs regarding language in the policy, Board Members may follow one of two procedural options: <ul style="list-style-type: none"> <li>a. A Board Member may move to table the item. The Board then has two options. The Board may agree to table the item so that it can be studied and discussed in more depth at a future date or vote to approve the policy despite the concerns expressed.</li> <li>b. During the meeting, the Board Member(s) with concerns may suggest alternative language and request that staff bring the policy back with two or more possible wording options, much as CSBA does in its sample policies.</li> </ul> </li> <li>• In most cases, The Board will make every attempt to adopt the policy at the first or second reading.</li> </ul>

## GOVERNANCE AGREEMENTS SIGNATURE PAGE

We have reviewed and agree to follow the aforementioned Governance Team norms and protocols in order to support a positive and productive working relationship among the Ventura Unified School District Board of Trustees, Superintendent, staff, students and the community. We shall renew this agreement annually.

Affirmed on this 12 day of November 2019.

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Ms. Sabrena Rodriguez, President

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Mrs. Jackie Moran, Vice President

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Dr. Jerry Dannenberg, Trustee

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Mrs. Velma Lomax, Trustee

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Mr. Matthew Almaraz, Trustee

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Dr. Roger Rice, Superintendent

## CSBA Governance Consulting Services – Feedback

Please help us improve our performance by giving us some feedback.

Your responses will be used to improve governance consulting services to our members

**District/ County**

**Governance Team:** \_\_\_\_\_ **Date of Work Session:** \_\_\_\_\_

### Part I: Tell us about you.

	Trustees			Superintendents		
	<u>1-3</u>	<u>4-6</u>	<u>7-9</u>	<u>1-3</u>	<u>4-6</u>	<u>7-9</u>
1. How many years have you served on this governance team?	<u>10-12</u>	<u>13-16</u>	<u>17+</u>	<u>10-12</u>	<u>13-16</u>	<u>17+</u>
2. How many years total have you served on one or more governance teams?	<u>1-3</u>	<u>4-6</u>	<u>7-9</u>	<u>1-3</u>	<u>4-6</u>	<u>7-9</u>
	<u>10-12</u>	<u>13-16</u>	<u>17+</u>	<u>10-12</u>	<u>13-16</u>	<u>17+</u>

### Part II: Tell us about your experience.

	Very Valuable	Valuable	Somewhat Valuable	Not Valuable
3. How valuable was this experience in helping your governance team work together more effectively?				
4. How useful will the tools/ materials be in helping your governance team operate more effectively?	Very Useful	Useful	Somewhat Useful	Not Useful
<i>How valuable was the opportunity for a team conversation on...</i>				
5. ...The elements of effective governance?	Very Valuable	Valuable	Somewhat Valuable	Not Valuable
6. ...The beliefs, values, and wishes of governance team members?	Very Valuable	Valuable	Somewhat Valuable	Not Valuable

*Continue to page 2* →

**Part III: Tell us about the consultant.**

*How satisfied were you with the consultant's ability to:*

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Not Satisfied</b>
7. Remain flexible and responsive to the team's interest?				

8. Keep the team focused and productive?	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Not Satisfied</b>
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9. Handle sensitive issues thoughtfully?	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Not Satisfied</b>
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10. Ensure all participants had equal opportunity to contribute?	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Not Satisfied</b>
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11. The most valuable thing(s) I learned from the workshop was:

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12. I wish we could have spent more time on:

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General Comments:

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**Thank you** for your feedback.

Governance Consulting Services is committed to providing district governance teams with the best possible service.

# 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

Ventura USD



## 1. Conditions of Effective Governance

### Number of members responded

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

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
<b>Board culture</b>						
12. The board treats the superintendent with respect.		4	1	0	0	0
13. The board manages internal conflicts in a productive manner.		2	3	0	0	0
14. Board members follow agreements on how they will act towards each other.		2	2	1	0	0
15. Board members treat each other with respect.		3	1	1	0	0
16. Board members demonstrate they understand other perspectives.		1	4	0	0	0
17. Board members usually discuss questions about agenda items with the superintendent prior to the board meeting.		1	2	2	0	0
<b>Board operations</b>						
18. The board governs within board-adopted policies, bylaws and protocols to manage board operations.		2	2	1	0	0
19. Board members receive timely information.		1	3	1	0	0
20. Board members receive adequate information.		0	3	1	1	0
21. All board members receive the same information.		1	1	2	0	1
22. Board members follow agreements about how to request clarifying or additional information about agenda items.		1	0	2	0	2
23. Board members follow agreements on how to bring up new ideas.		1	2	2	0	0
24. Board members follow agreements on how concerns from the community will be handled.		1	0	2	0	2



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

### Board development

32. The board agrees on the process for identifying officers.		4	0	0	0	1
33. The board plans for the development and training of the board.		2	1	2	0	0
34. The board effectively orients new members.		1	3	0	1	0
35. The board reviews its governance agreements regularly.		1	0	3	1	0



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
<b>Setting direction</b>						
36. The board provides opportunity for community input when developing the district's mission, core beliefs and vision.		2	1	0	0	2
37. The board adopts long-range priorities.		0	2	3	0	0
38. The board uses the district's mission, core beliefs and vision to drive district performance.		0	2	3	0	0
39. The board adopts clear and measurable indicators to assess district performance.		0	0	4	1	0
<b>Structure</b>						
40. The board adopts a fiscally responsible budget aligned to the district's vision and goals.		0	4	1	0	0
41. The board regularly monitors the fiscal health of the district.		3	2	0	0	0
42. The board has an effective process to review, revise and adopt policies.		1	1	3	0	0
43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals.		1	0	3	1	0
<b>Support</b>						
44. The board demonstrates commitment to district priorities and goals.		1	2	2	0	0
45. The board demonstrates support for the superintendent in carrying out board directives.		2	2	1	0	0
46. The board is represented at key district events.		2	3	0	0	0
47. The board celebrates district accomplishments.		3	2	0	0	0



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## 2. Board Responsibilities

### Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
<b>Accountability</b>						
48. The board monitors student progress against established benchmarks.		0	2	2	0	1
49. The board monitors progress towards district goals based on established success indicators.		0	2	2	0	1
50. The board monitors the implementation of the adopted budget.		0	4	1	0	0
51. The board monitors the implementation of board policies.		0	1	4	0	0
52. The board evaluates the performance of the board.		0	1	3	1	0
53. The board evaluates the performance of the superintendent based on established expectations.		1	3	1	0	0
<b>Community leadership</b>						
54. The board uses cohesive messages to communicate district priorities, goals and needs.		0	0	2	1	2
55. The board provides community leadership on educational issues.		0	3	1	1	0
56. The board pursues partnerships to support district efforts.		1	2	1	1	0
57. The board advocates on behalf of students and public education at the local, state and federal levels.		3	2	0	0	0
58. The board informs the community on district priorities, progress, needs and opportunities for involvement.		1	1	3	0	0



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# Board Self-Evaluation Result

Ventura USD



## 1. Conditions of Effective Governance

### Number of members responded

Almost Always	Often	Less Often	Rarely	Not Sure
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### Board unity

1. The board is focused on achievement for all students.		5	0	0	0	0
2. The board is committed to a common vision.		0	4	1	0	0
3. The board stays focused on district priorities.		2	3	0	0	0
4. The board works well together.		2	3	0	0	0
5. The board commits the time to become informed.		2	1	2	0	0
6. Individual board members do not undermine board decisions.		2	2	1	0	0

### Roles and responsibilities

7. Board members agree on the role and responsibilities of the board and the superintendent.		3	1	1	0	0
8. Board members follow board agreements regarding speaking for the board.		3	1	1	0	0
9. Board members keep confidential matters confidential.		4	0	1	0	0
10. The board gives direction to the superintendent only at board meetings.		0	2	3	0	0
11. Individual board members do not attempt to direct the superintendent.		0	3	2	0	0



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# 1. Conditions of Effective Governance

## Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
<b>Board culture</b>						
12. The board treats the superintendent with respect.		3	2	0	0	0
13. The board manages internal conflicts in a productive manner.		2	1	2	0	0
14. Board members follow agreements on how they will act towards each other.		2	2	1	0	0
15. Board members treat each other with respect.		3	2	0	0	0
16. Board members demonstrate they understand other perspectives.		1	3	1	0	0
17. Board members usually discuss questions about agenda items with the superintendent prior to the board meeting.		0	2	3	0	0
<b>Board operations</b>						
18. The board governs within board-adopted policies, bylaws and protocols to manage board operations.		4	1	0	0	0
19. Board members receive timely information.		2	2	1	0	0
20. Board members receive adequate information.		3	2	0	0	0
21. All board members receive the same information.		3	1	0	0	1
22. Board members follow agreements about how to request clarifying or additional information about agenda items.		2	2	1	0	0
23. Board members follow agreements on how to bring up new ideas.		1	2	2	0	0
24. Board members follow agreements on how concerns from the community will be handled.		1	3	1	0	0



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# 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.		4	1	0	0	0
26. Board meeting agendas reflect district priorities.		2	3	0	0	0
27. Board members come to meetings prepared.		2	2	1	0	0
28. The board effectively uses data in its decision-making.		2	3	0	0	0
29. The board confines its meetings to a reasonable length of time.		0	4	1	0	0
30. There is a good relationship between how long the board spends on an agenda item and the importance of the item.		3	0	2	0	0
31. The board effectively manages community input at board meetings.		3	2	0	0	0

### Board development

32. The board agrees on the process for identifying officers.		3	2	0	0	0
33. The board plans for the development and training of the board.		4	1	0	0	0
34. The board effectively orients new members.		3	2	0	0	0
35. The board reviews its governance agreements regularly.		4	1	0	0	0



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## 2. Board Responsibilities

### Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
<b>Setting direction</b>						
36. The board provides opportunity for community input when developing the district's mission, core beliefs and vision.		4	1	0	0	0
37. The board adopts long-range priorities.		5	0	0	0	0
38. The board uses the district's mission, core beliefs and vision to drive district performance.		4	1	0	0	0
39. The board adopts clear and measurable indicators to assess district performance.		2	3	0	0	0
<b>Structure</b>						
40. The board adopts a fiscally responsible budget aligned to the district's vision and goals.		5	0	0	0	0
41. The board regularly monitors the fiscal health of the district.		4	1	0	0	0
42. The board has an effective process to review, revise and adopt policies.		2	2	1	0	0
43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals.		3	2	0	0	0
<b>Support</b>						
44. The board demonstrates commitment to district priorities and goals.		4	0	1	0	0
45. The board demonstrates support for the superintendent in carrying out board directives.		3	1	1	0	0
46. The board is represented at key district events.		3	2	0	0	0
47. The board celebrates district accomplishments.		4	1	0	0	0



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## 2. Board Responsibilities

### Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
<b>Accountability</b>						
48. The board monitors student progress against established benchmarks.		4	1	0	0	0
49. The board monitors progress towards district goals based on established success indicators.		4	1	0	0	0
50. The board monitors the implementation of the adopted budget.		5	0	0	0	0
51. The board monitors the implementation of board policies.		3	1	1	0	0
52. The board evaluates the performance of the board.		2	3	0	0	0
53. The board evaluates the performance of the superintendent based on established expectations.		4	1	0	0	0
<b>Community leadership</b>						
54. The board uses cohesive messages to communicate district priorities, goals and needs.		3	2	0	0	0
55. The board provides community leadership on educational issues.		4	1	0	0	0
56. The board pursues partnerships to support district efforts.		3	2	0	0	0
57. The board advocates on behalf of students and public education at the local, state and federal levels.		4	1	0	0	0
58. The board informs the community on district priorities, progress, needs and opportunities for involvement.		4	1	0	0	0



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