

## **Board Procedure for Superintendent Evaluation *Draft***

*All quotes in this document are italicized and are from the CSBA Board President's Workshop binder, Unit 5: Superintendent Evaluation. The remainder of this document is based on existing practices (reviewed with the superintendent) and CSBA recommendations from the above-mentioned resource.*

*"Superintendent evaluation should be a communications process that serves as a model for district evaluation at all levels. It should be Goal based, Measurable, Ongoing and Collaborative. It should;*

- provide an opportunity for acknowledging and commending the superintendent's accomplishments;*
- Support growth of the superintendent and sustained improvement for the district; and,*
- If necessary, identify weaknesses or problems that need to be addressed by the superintendent to ensure continuous progress.*

*CSBA recommends two primary content sources:*

- Progress toward district goals/LCAP*
- Personal and professional qualities based on the Superintendent Governance Standards"*

### **Timeline**

*"Any timelines or specific lists of procedures should be based on the understanding that there will be ongoing communication between the board and the superintendent throughout the year, as well as regular progress reports from the superintendent to the board. The more formal superintendent evaluation will add to that ongoing process, not replace it. Frequent communication with the board ensures there will be no surprises in the evaluation process. The annual evaluation is not the place to "spring" major findings or conclusions that were never raised earlier in the year."*

### **August/September**

The board and the superintendent review the process, evaluation tool and timeline for the coming year. Consideration is given to the level of board and superintendent satisfaction with the evaluation methods and tools used the previous year. The board approves any recommendations at the September board meeting. The superintendent's self evaluation tool and the board's evaluation tool are provided to the superintendent when approved and by the date assigned in the employment contract.

## December

The board and superintendent set a date and time for a closed session mid-year check-in and informal evaluation in January, and review/edit a list of discussion topics. These topics should include, but are not limited to:

- A review of the annual district goals and progress toward those goals.
- A review of any newly adopted board policies relating to the superintendent's job description or evaluation process (identified and provided by the Policy Committee).
- An opportunity for the superintendent to express any concerns regarding the respective roles and responsibilities of the board and superintendent. The superintendent shall not be penalized or threatened for discussing this issue in a frank and open manner with the board.

## January

The board holds the closed session informal evaluation as per above.

## March

The superintendent and/or board president briefly review(s) the timeline and process for the upcoming evaluation with the board.

## April/May

The governance team reviews, the school LCAPs', to set long and short term goals for the district, including success indicators for the coming year. This includes agreeing on annual goals and success indicators for the board to use in developing the board meeting report calendar and the superintendent's evaluation for the coming year.

## May

The superintendent prepares and presents an evaluation packet for the board that includes:

- a self-evaluation that reports on progress toward goals and all other contract areas.
- any other relevant documents the superintendent deems useful for completion of the evaluation by board members.

The board president distributes the evaluation forms to board members.

By a mutually agreed upon time, board members individually evaluate the superintendent's performance using the tools and information provided. The board may use the previous evaluation as a baseline.

*"If no previous evaluation exists or if the system being used has fundamentally changed, the current year's evaluation will be used as a baseline for future evaluations."*

*“We strongly recommend that board members use a narrative format for their evaluations. What is written may be brief, but describing one’s perspective on performance and accompanying any negative with a recommendation for improvement assures more thoughtful evaluation than simply providing a numerical (e.g. 1-5) or phrase (e.g. clearly outstanding, exceeds expectations, needs improvement) ranking.”*

## **June**

The board schedules a closed session meeting, usually before the first board meeting in June, to have a conversation and develop the evaluation document.

After that meeting, the board president and/or other designated person will summarize and combine the individual evaluations to create a consensus document. This document will be reviewed and approved by the board.

*“The evaluation should be a composite of individual board members’ opinions, but there should only be one final evaluation representing the board’s collective judgment. This is the evaluation to which the superintendent must respond. The summary evaluation may be a compilation of individual evaluations with all written comments intact or numerical ratings listed, or may record only group consensus on each area evaluated. This document should be distributed to all board members for review and approval. (The superintendent does not receive a copy at this time since the evaluation is still being worked on by the board.)”*

A review of the draft evaluation is held in closed session prior to the second regular meeting in June, when it is approved by the board. Copies of the approved summary document are distributed to the board. THIS IS A CONFIDENTIAL DOCUMENT.

The approved evaluation is presented to the superintendent by the board president and/or other designated person. Or, it can be presented to the superintendent in closed session with the full board. At this time, the superintendent has the opportunity to respond to the board’s evaluation.

Following the annual formal evaluation, the final evaluation is signed by the board president (or the entire board) and the superintendent. The final, signed document is provided to the superintendent for inclusion in their personnel file, as per the superintendent’s employment contract.

After this process is complete, the board (or designee) and the superintendent should review the process and note any changes needed for the coming year.

*“Understanding the impact of the board’s actions and behaviors on the superintendent’s ability to accomplish goals, the board should schedule periodic board self-evaluations. These may not be held in closed session.”*

## From existing Superintendent Evaluation

### **Contract Area 1: Administrative and Board related duties;**

Executes and reviews board policies, budget administration with Business Manager, Board meeting administration and other admin duties as needed.

**Contract Area 2: Personnel Duties**, which include Staff Leadership, Negotiations & communications with union leaders, timely and appropriate recommendations to the board regarding personnel matters, and staff evaluations with follow up.

**Contract Area 3: External Relations:** Represents the district in public relations, liaison with outside agencies, and attends appropriate community meetings to represent the district.

Alternatively, we can select one or two suggestions from the CSBA Superintendent Governance Standards, below, for each contract area.

### The Superintendent:

- Promotes the success of all students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.
- Values, advocates and supports public education and all stake holders.
- 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.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
- 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.
- Recognizes that the board/superintendent governance relationship is supported by the management team in each district.
- Understands the distinctions between board and staff roles, and respects the role of the Board as the representative of the community.
- 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.
- 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.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

# Superintendent Evaluation 2023-2024 School Year - *Draft*

Superintendent: Warren Galletti

## **Areas to be covered:**

Progress toward District Goals: LCAP goals as prioritized by the Board for 2023-2024

Contract Areas 1-3: *From existing or consider CSBA suggestion of two categories: Professional/Personal Qualities, and Relationship with the Board using selected Superintendent Governance Standards as success indicators.*

## **Superintendent Evaluation - Progress toward Goals**

### **District Priority 1A)**

Improve ELA and Math Scores (growth and achievement) for each and every student.

#### **Success Indicators:**

- MAP results show significant growth and improvement in achievement in ELA and Math for all unduplicated subgroups.  
CAASPP results show positive growth in percentage of students achieving grade level proficiency in ELA and Math.
- High teacher participation in training and/or professional development on how to use MAP data to improve student performance.

### **Board Comments - Commendations/Recommendations:**

Exceeded Expectations     Met Expectations     Did Not Meet Expectations

#### **Board member comments:**

#### **Commendations:**

#### **Recommendations:**

### **District Priority 1B)**

Reclassification of ELD students will significantly increase by 4th grade and continue to increase in subsequent grades.

#### **Success Indicators:**

- The percentage of students reclassified by 4th grade will increase significantly. Steady progress in reclassification rates through high school.

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**District Priority 1C)**

All teachers receive professional development on classroom strategies for teaching Multilingual Learners.

**Success Indicators:**

- 90% of teachers attend the aforementioned professional development once per month.

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**District Priority 2A)**

Improve Average Daily Attendance (ADA) and chronic absenteeism rates.

**Success Indicators:**

- Chronic absenteeism rates are reduced and ADA improves significantly.

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**District Priority 2B)**

Generate baseline data regarding engagement, sense of belonging and well-being among staff and families.

**Success Indicators:**

- Healthy Kids survey is administered with a minimum response rate of 85% for staff.

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**District Priority 2C)**

Improve Social-emotional well-being of all students.

**Success Indicators:**

- Healthy Kids Survey social-emotional health indicators for students will improve significantly.
- Disciplinary actions will decrease.
- 10% of teachers will attend relevant Professional Development sessions.

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**District Priority 2D)**

Current District comprehensive safety plan will be updated, approved, disseminated and implemented.

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**Success Indicators:**

- 100% of staff and students will participate in practice drills.

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**District Priority 3A)**

Ensure school facilities support maintaining a physically safe learning environment.

**Success Indicators:**

- Satisfactory progress is made toward completion.

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**



**Contract Area 1: Administrative and Board Related Duties:**

***Budget administration with Business Manager***

***Success Indicators:***

- *TBD*
- *TBD*

***Board Meeting administration***

***Success Indicators:***

- *TBD*
- *TBD*

***Board communications***

***Success Indicators:***

- *TBD*
- *TBD*

***Other administrative duties***

***Success Indicators:***

- *TBD*
- *TBD*

**Board Comments - Commendations/Recommendations:**

*Exceeded Expectations*    *Met Expectations*    *Did Not Meet Expectations*

***Board member comments:***

***Commendations:***

***Recommendations:***

**Contract Area 2: Personnel Duties**

**Staff Leadership**

**Success Indicators:**

- TBD
- TBD

**Negotiations and communication with union leaders**

**Success Indicators:**

- TBD
- TBD

**Timely and appropriate recommendations to the board regarding personnel matters, including staff evaluations and follow up**

**Success Indicators:**

- TBD
- TBD

**Board Comments - Commendations/Recommendations:**

Exceeded Expectations  Met Expectations  Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**Contract Area 3:**

**Represents the District in public relations**

**Success Indicators:**

- TBD
- TBD

**Liaison with outside agencies**

**Success Indicators:**

- TBD
- TBD

**Attends appropriate community meetings to represent the District**

**Success Indicators:**

- TBD
- TBD

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**Superintendent Evaluation - Overall** *CSBA suggests this can be the only portion of the evaluation that is presented to the Superintendent.*

**Progress Toward Goals - Overall**

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

**Recommendations:**

**Superintendent Evaluation - Overall**

**Contract Areas 1-3 - Overall**

**Board Comments - Commendations/Recommendations:**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Board member comments:**

**Commendations:**

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**Recommendations:**

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# Superintendent Self Evaluation 2023-2024 School Year - *Draft*

Superintendent: Warren Galletti

## **Areas to be covered:**

Progress toward District Goals: LCAP goals as prioritized by the Board for 2023-2024  
Contract Areas 1-3: *Use existing or consider CSBA suggestion of two categories: Professional/Personal Qualities and Relationship with the Board using Superintendent Governance Standards as success indicators.*

## **Superintendent Self Evaluation - Progress toward Goals**

### **District Priority 1A)**

Improve ELA and Math Scores (growth and achievement) for each and every student.

#### **Success Indicators:**

- MAP results show significant growth and improvement in achievement in ELA and Math for all unduplicated subgroups.  
CAASPP results show positive growth in percentage of students achieving grade level proficiency in ELA and Math.
- High teacher participation in training and/or professional development on how to use MAP data to improve student performance.

### **Superintendent Comments**

Exceeded Expectations  Met Expectations  Did Not Meet Expectations

#### **Superintendent comments on success indicators:**

### **District Priority 1B)**

Reclassification of ELD students will significantly increase by 4th grade and continue to increase in subsequent grades.

#### **Success Indicators:**

- The percentage of students reclassified by 4th grade will increase significantly. Steady progress in reclassification rates through high school.

### **Superintendent Comments**

Exceeded Expectations  Met Expectations  Did Not Meet Expectations

#### **Superintendent comments on success indicators:**

**District Priority 1C)**

All teachers receive professional development on classroom strategies for teaching Multilingual Learners.

**Success Indicators:**

- 90% of teachers attend the aforementioned professional development once per month.

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**Superintendent Comments**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Superintendent comments on success indicators:**

**District Priority 2A)**

Improve Average Daily Attendance (ADA) and chronic absenteeism rates.

**Success Indicators:**

- Chronic absenteeism rates are reduced and ADA improves significantly.

**Superintendent Comments**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Superintendent comments on success indicators:**

**District Priority 2B)**

Generate baseline data regarding engagement, sense of belonging and well-being among staff and families.

**Success Indicators:**

- Healthy Kids survey is administered with a minimum response rate of 85% for staff.

**Superintendent Comments**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Superintendent comments on success indicators:**

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**District Priority 2C)**

Improve Social-emotional well-being of all students.

**Success Indicators:**

- Healthy Kids Survey social-emotional health indicators for students will improve significantly.
- Disciplinary actions will decrease.
- 10% of teachers will attend relevant Professional Development sessions.

**Superintendent Comments**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Superintendent comments on success indicators:**

**District Priority 2D)**

Current District comprehensive safety plan will be updated, approved, disseminated and implemented.

**Success Indicators:**

- 100% of staff and students will participate in practice drills.

**Superintendent Comments**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Superintendent comments on success indicators:**

**District Priority 3A)**

Ensure school facilities support maintaining a physically safe learning environment.

**Success Indicators:**

- Satisfactory progress is made toward completion.

**Superintendent Comments**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Superintendent comments on success indicators:**

Ensure school facilities support maintaining a physically safe learning environment.

**Success Indicators:**

- Satisfactory progress is made toward completion.

**Superintendent Comments**

\_\_\_ Exceeded Expectations \_\_\_ Met Expectations \_\_\_ Did Not Meet Expectations

**Superintendent comments on success indicators:**

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**The remainder of this document will “mirror” the above after board approval of the board evaluation tool.**