

Board Assessment of
Structural Effectiveness
(B.A.S.E.) Survey™

Los Angeles Unified School District
Board of Education



February 2019
4 of 6
Board Members Responding

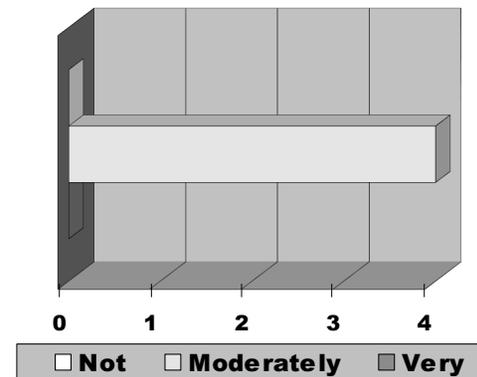
1. To whom is the LAUSD Board of Education accountable?

- The community, i.e., voters, residents, tax payers, children and families.
- The people of Los Angeles, both voters (direct constituents in that they elect the Board and pay taxes to fund the schools) and children (not of voting age, but the whole reason for the existence of a school district).
- Students, parents, families; employees and partners; taxpayers and community stakeholders.
- Students, parents, employees and constituents.

2. For what is the LAUSD Board of Education directly accountable (i.e., what are Board responsibilities not delegated to the Superintendent)?

- Hiring, firing and managing the Superintendent; setting and managing the budget; setting major district policy; ensuring stewardship of district resources.
- Hiring, evaluating Supt.; Executive Officer of the Board, Inspector General, Director of the Internal Analysis Unit and General Counsel (shared w/Supt.): Approval of budget; setting policy, serving as community voice; act on expulsions, dismissals, litigation and contracts.
- Policy, budget and oversight.
- Voting on budget; selection and evaluation of Superintendent, personnel hiring, discipline and dismissals; vendor contracts; policies and resolutions.

3. How effective do you think the LAUSD Board of Education is in fulfilling this accountability?



4. How does the LAUSD Board of Education measure its success in its governance role?

- We track expulsions and dismissals; we do not measure our success in our governance role, largely because we do not agree on a focus/prioritization.
- I cannot think of one way in which we measure our success in this role.
- Student achievement. Parent, community and employee satisfaction.
- Definition of success is relative and different for each Board member. LAUSD still has persistently underperforming schools – Board has not solved the problem.

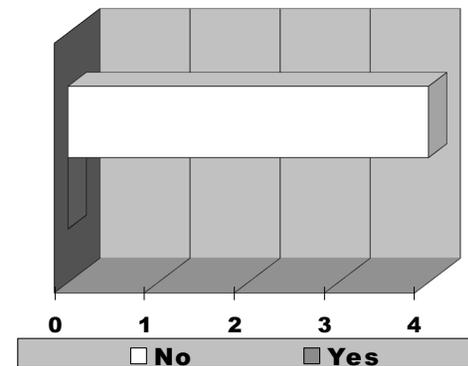
5. What, in your estimation, are the primary causes or obstacles, if any, that prevent the LAUSD Board of Education from optimizing its effectiveness?

- The absence of belief that it can be effective. The absence of desire and will to find agreement on rules of engagement. A very strong culture of individual authority over area vs. group (4 members) authority over a system.
- Different agendas and priorities for individual members. Internal coalitions exclude others. Leadership is not inclusive of all. External political influences motivate some members.
- Ideological differences.
- Personalities of Board members; politics; the evolving nature of the job (i.e., full- or part-time, salary, etc.); lack of clear governance rules.

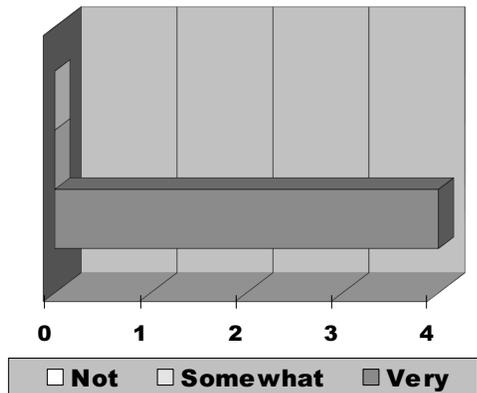
6. Looking ahead ... If the Board of Education was meeting one year from now (February 2020), what has to have happened in the past year for you to be pleased with the Board's progress as LAUSD's governing body?

- Identify targeted under-performing schools and adequately resource to eliminate academic under-achievement of students.
- Updated set of Board governance rules; process for the creation and posting of administrative procedure; evaluation and concurrent process for managing direct reports (Supt., Board secretariat, counsel, IAU, Inspector General).
- All BDs represented and a new Superintendent.

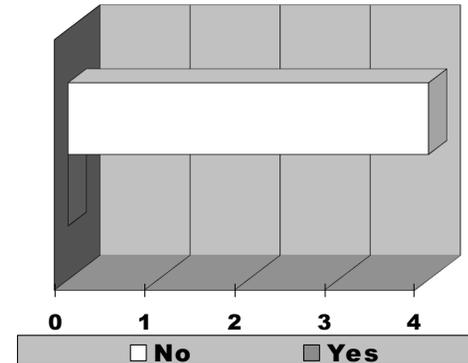
7. Does the Board of Education have, in your estimation, a clearly articulated and shared understanding of where its authority leaves off and the Superintendent's picks up?



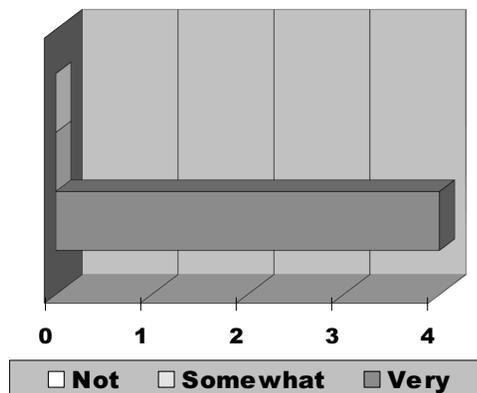
8. If NO, how important do you think it is for such an understanding to be in place?



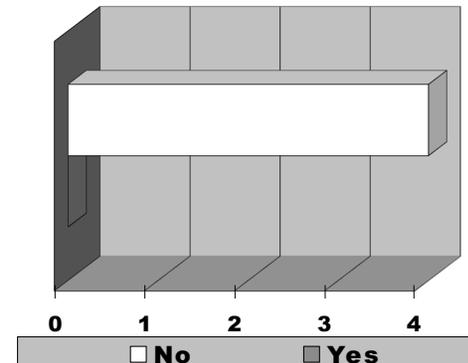
9. Does the Board of Education, in your estimation, have a clearly defined/shared agreement as to the criteria that constitute effective Superintendent performance?



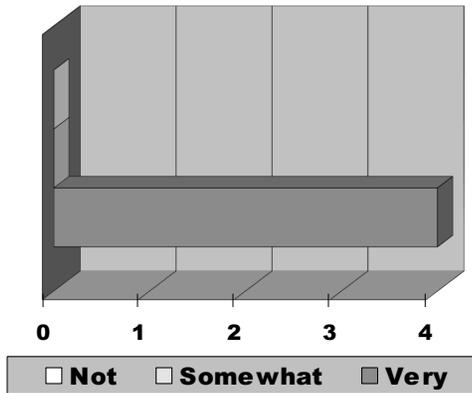
10. If NO, how important do you think it is for such a definition to be in place?



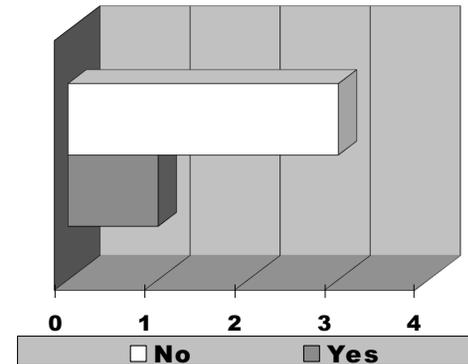
11. Have the mechanisms used to monitor/evaluate the Superintendent's performance been clearly defined and agreed upon by the Board?



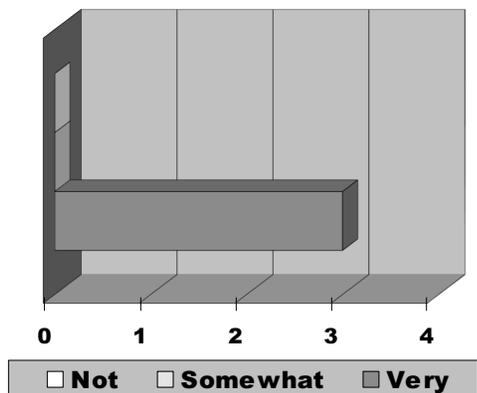
12. If NO, how important is it to make this so?



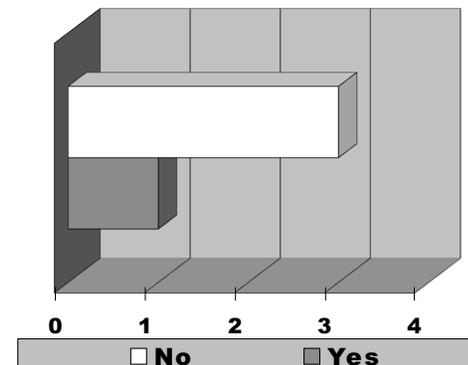
13. Has the Board of Education articulated a unified understanding of what constitutes effective organizational performance for LAUSD as an entity?



14. If NO, how important would it be for such an understanding to be in place?



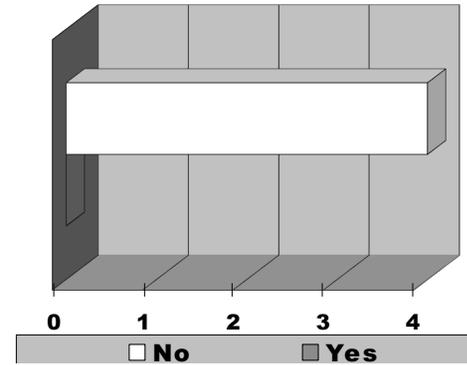
15. Are the collective and individual roles and authority of the Board, its officers and its assigned committees clearly articulated?



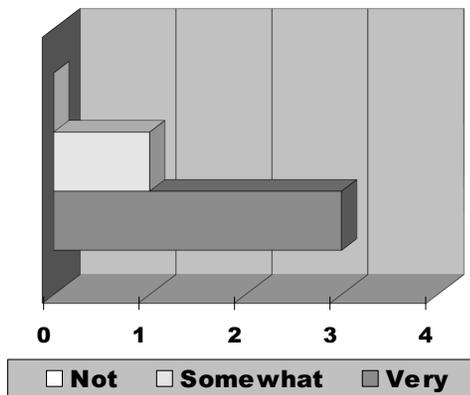
16. If NO, please specify what needs greater clarity.

- (Yes) We only have community of the whole at the moment.
- Role of Board secretariat's office versus Board President versus Superintendent; role of resolutions versus other mechanisms to enact policy.
- No committees permitted. Few opportunities for input. Decisions about meetings and agendas are not collaborative.
- All Board members are equal in authority and must be included in access to all documents and plans before implementation of activities, including expenditures, personnel hiring and public statements.

17. Has the Board of Education effectively outlined and prioritized a vision of the impacts/results the LAUSD organization is to achieve for the people of Los Angeles in the future?



18. If NO, how important do you think it would be to do so?



19. As the working group that has been tasked to “draft governance” addresses and proposes changes to the current 265-page Rules of the Board of Education document, please describe what you think would be a successful work product from this initiative?

- Consensus on desire to embrace change and updating process and implement same.
- Making sure that all Board rules are relevant and up-to-date.
- Clarification of roles, i.e., limitations and expectations.
- A bifurcated document: a shorter set of governance rules that detail Board operations (e.g., Board meetings, selection of a President, Board role) and then a process by which administrative rules are created/approved/posted/amended.

20. In our February 26th discussion of “good governance,” we will explore using the “Policy Governance” principles (sometimes referred to as “the Carver model”) as a basis for revising the Rules of the Board of Education document. To the extent you may already be familiar, do you have any specific questions/concerns about these Board leadership principles?

- (3 responses) Not familiar
- The first training I had with the Board was based on the Carver model.

21. Is there anything else you wish to convey to Charney Associates (Bill Charney and Tom Keyse) as they prepare for and plan the content for the February 26th workshop?

- Please describe your role and the amount and source of your compensation.
- Good luck with this one :) – and thank you!
- Challenge us – we need it. Thank you.

Thank you.

