

Two Jobs, One Person: Supporting the superintendent-principal

Research spotlights the challenges and opportunities of the dual-role administrator



Acknowledgments

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Table of contents

3	Background	14	Conclusion
4	The survey	15	Questions for board members to consider
5	Getting the jobs done: Resources and supports	16	Resources
7	Barriers to success	17	Board policies and administrative regulations
11	Positive governance team practices	17	Board bylaws
12	Structural issues with the dual-role administrator position	18	Endnotes



Background

The role of the superintendent-principal is a unique leadership position.ⁱ Districts, especially those that are small and/or rural, tend to use this dual-role administrator position to reduce human resource expenses.ⁱⁱ While research is prolific on the individual roles of the superintendent and principal, there is scant research about the dual-role administrator position despite the fact that much is asked of the individual that takes on these numerous responsibilities.ⁱⁱⁱ Understanding the complexities of this position can support the individual and boost retention rates, which can in turn provide benefits to the school community.^{iv, v, vi} For context, in the 2024–25 school year, the attrition rate for superintendents in California was 18 percent.^{vii} Mitigating high turnover offers stability and continuity of services and programs.^{viii}

The California Department of Education (CDE) defines small school districts as those enrolling up to 2,500 students.^{ix} One report found that, “California has the highest percentage of small rural districts, the 14th largest absolute rural student enrollment, and the most racially diverse schools in the nation.”^x

While the dual-role administrator position is challenging, there are benefits to the position that may appeal to potential leaders. Deeper community relationships, strong connections to students and their families, contributions to one’s own community, a sense of pride or pride in ownership of positive outcomes, and comprehensive leadership experience are all benefits that dual-role administrators may experience.

Job functions of the dual-role administrator

The job functions of the superintendent-principal are many and they often lack large administrative teams or have no administrative team at all. Depending on the needs of the region, job functions of the superintendent-principal may include overseeing several school sites and/or more than one district. The enumerated job responsibilities on employment postings can list up to 100 duties.

The following is a general summary of the overarching job functions of the dual-role administrator. The superintendent-principal, directly responsible to the school board, provides leadership and guidance; manages school policies and procedures; manages teachers and classified staff; manages and oversees labor negotiations; and keeps the school board and community informed about school events and issues. This position is also required to inspire, lead, guide, and direct administrative, instructional, and support staff in setting and achieving the highest standards of excellence.

Further, the superintendent-principal oversees and administers the use of all school facilities, property, and funds with maximum efficiency and attention to their impact upon each student’s education. All of these responsibilities are expected in addition to providing instructional leadership, the most important job function. This position often requires completing the aforementioned responsibilities with limited staff, funding, resources, and jumping into different non-administrative roles when an unforeseen crisis or problem occurs.

This report aims to equip board members of small school districts with the knowledge they need to support their superintendent-principal to reduce attrition and increase effective governance by shedding light on challenges and opportunities to support this position. Further, this report highlights the findings from CSBA’s Superintendent-Principal Survey, which solicited feedback from dual-role administrators on a variety of issues to find out what resources these leaders need, the barriers they encounter, and what school board members can do to support this essential position.

The survey

CSBA’s Superintendent-Principal Survey was developed in consultation with a subcommittee from the Small School District Advisory Workgroup, which CSBA convenes monthly to discuss issues facing small and rural local educational agencies (LEAs). The workgroup is composed of LEAs from across the state with an average daily attendance of 2,500 students or less. In discussions with the workgroup, members highlighted concerns that few people understand the unique role of the superintendent-principal and its impact on administrators, teachers, students, families, and schools. A workshop at CSBA’s 2024 Annual Education Conference and Trade Show about the superintendent-principal position led to the request for research on the topic so that governance teams could better support the dual-role administrator.

Methods

The Superintendent-Principal Survey questions were formulated in consultation with the Small School District Advisory Workgroup subcommittee, convened to support this project. The electronic survey was launched on June 9th, 2025, and was sent to 263 superintendent-principals across the state, using a list developed by cross-referencing contact information in publicly accessible data files from CDE and CSBA’s internal data. The survey closed on August 8th, 2025, following three email reminders to non-respondents. Sixty-two superintendent-principals responded, a 23.5 percent response rate.

*n= number of respondents

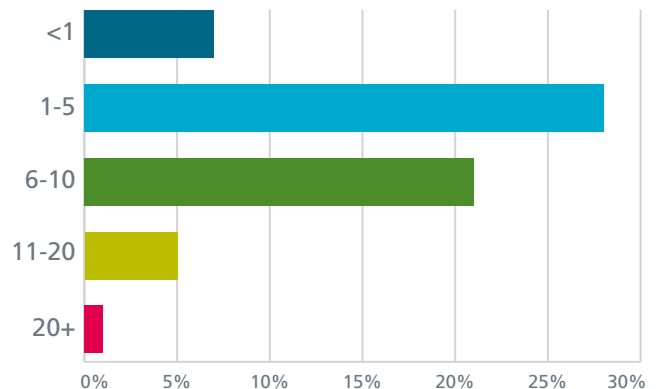
Survey findings

Tenure

Administrator tenure varies by position. According to the National Teacher and Principal Survey, in the 2020–21 school year, public school principals spend an average of four and half years at their school site.^{xi} A 2025 report from Education Policy Research found that superintendents’ tenure is between three to six years.^{xii}

In CSBA’s survey, most superintendent-principals (45 percent) surveyed have served in their dual role for one to five years. While 33 percent of superintendent-principals have served six to 10 years, only 11 percent of the participants surveyed stated this was their first year on the job. A small percentage (8 percent) have served in this dual role for 11-20 years.

Figure 1 – Years of service (n= 62)*

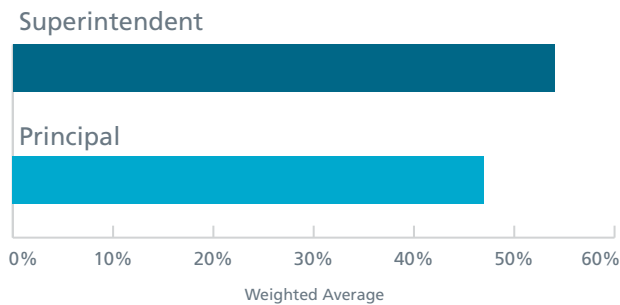


Number of schools served

Participants were directed to separate their responsibilities as principal and superintendent and asked how many schools in their districts they manage in their role as principal. Seventy-six percent of survey participants shared that they manage one school in their district, while the rest of the respondents oversee two to four schools as principal. Most of the superintendent-principals surveyed (82 percent) have served one district as a dual-role administrator, while 11 percent have served as superintendent-principal in two districts. Two respondents had more varied experience, with one having served four districts as superintendent-principal and another having served in the role in seven districts.

Balancing the roles

Figure 2 – Percent of time in each role (n= 54)*



Survey participants were asked to estimate the approximate time spent in their role as superintendent and how much time they spend as principal. Participants estimated that they spend 54 percent of their time on their role as superintendent and 47 percent of their time as principal.

Getting the jobs done: Resources and supports

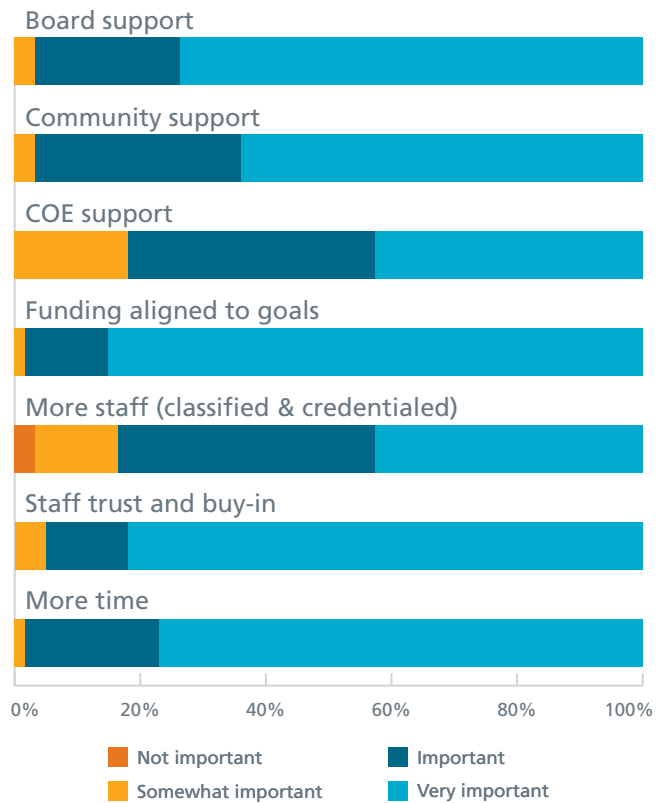
Resource needs

LEA administrators need resources and support to lead effectively. Members of the Small School District Advisory Workgroup were interested in learning what resources superintendent-principals feel are necessary for them to be successful in their dual role. In their responses, participants rated the following as very important to doing their jobs well: funding to implement the district’s goals (85 percent), staff trust and buy-in (82 percent), and more time (77 percent).



*n= number of respondents

Figure 3 – Resource needs (n= 61)*



One respondent shared:

Greater flexibility in spending categorical dollars would be beneficial. Programs such as the Expanded Learning Opportunity Program are so restrictive that we struggle to make them most beneficial to our students. Additionally, as a community-funded district, we desperately need more funding to implement the state’s transitional kindergarten program requirements.

Another respondent wrote:

...support from the county office, board of trustees, and an office manager/secretary is essential to administrate the site successfully. Their ability to work cooperatively for the benefit of the students is essential.

Supports

School board members and superintendents make up an LEA's governance team. Working collaboratively and effectively is critical in achieving the vision and goals of the LEA. Survey participants rated the top three actions school board members can take to support their superintendent-principals: having open and regular communication, engaging with the community to build trust and support for the district, and setting clear goals and expectations for the job. Other responses are listed in Figure 4.

Figure 4 – Actions that support superintendent-principals (n= 59)*



*n= number of respondents

“Though we wear many hats, and work long hours to fulfill them, time is finite. New projects and initiatives are often added without consideration for the administrative burden that these objectives demand. Our jobs expand to fill gaps created by underfunded programs and tasks assigned without additional staff or compensation.”

Board members are paramount to fulfilling the responsibilities of the governance team. To have constructive and productive school board meetings as a governance team with a superintendent-principal, respondents rated the following as important and very important actions or traits for board members:

- ▶ Read and understand applicable documents in advance of the meeting
- ▶ Listen to all community feedback
- ▶ Have a lifelong learner mindset (e.g., continue professional development)

Asking questions before a meeting, understanding the Brown Act, and having a commitment to engage with the community were also rated highly and shared via the survey's open-ended response option.



Figure 5 – Important knowledge and skills for school board members (n= 59)*

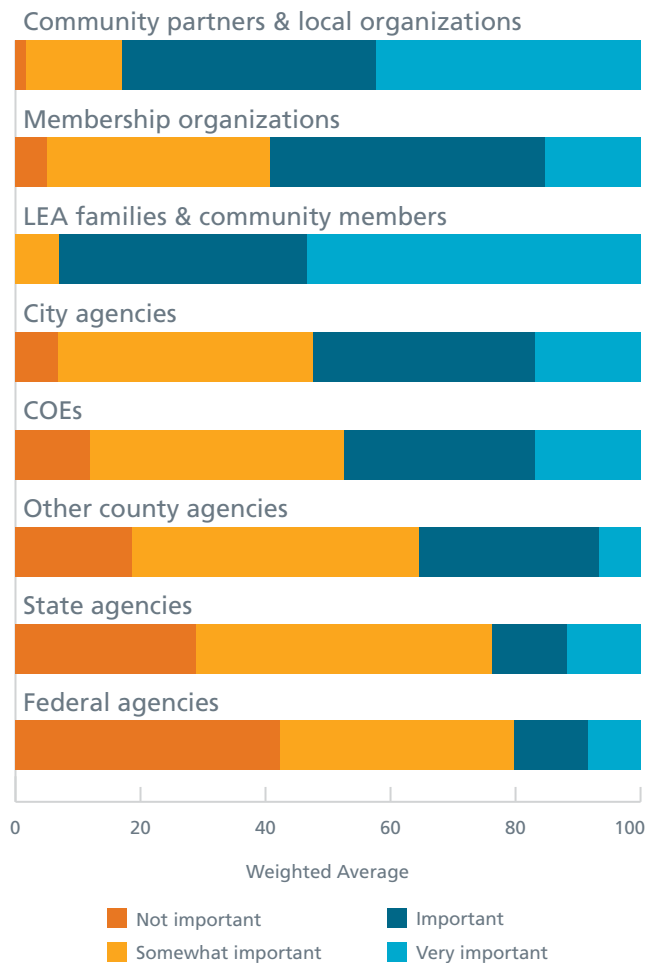


Relationships with LEA families and community members, community partners and local organizations, membership organizations (e.g., CSBA, the Association of California School Administrators) were all rated as important or very important relationships for school board members to build and support the LEA and the superintendent-principal. County offices of education and other county agencies, including county health or mental health departments, were also rated highly.



*n= number of respondents

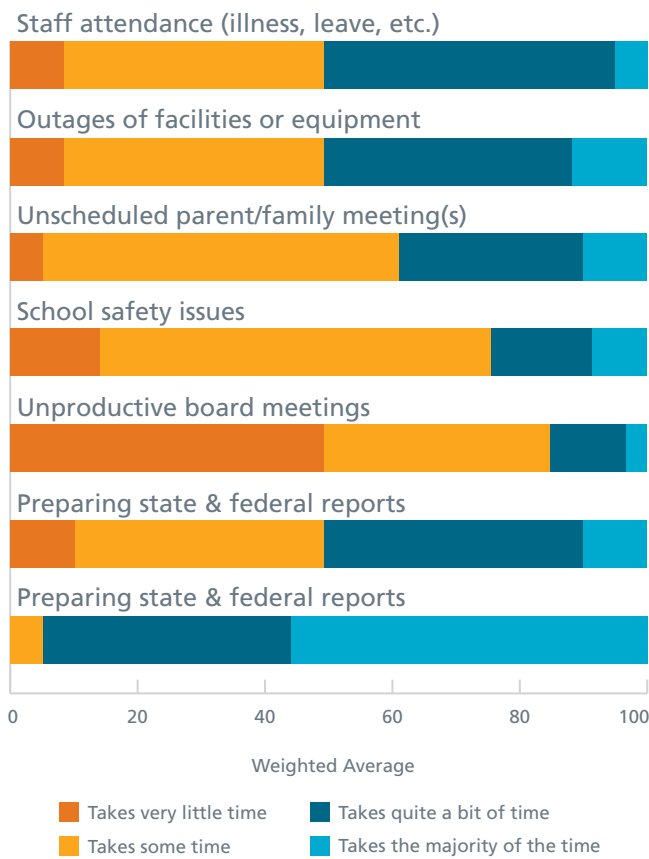
Figure 6 – Importance of external relationships (n= 59)*



Barriers to success

Navigating two full-time jobs as one individual is hard work and may be hindered by obstacles. Survey participants were asked about the actions and events that divert their time and attention away from instructional leadership. Respondents listed preparing mandated state and federal reports, facilities or equipment outages or malfunctions, and preparing board reports as consuming the majority of their time or taking quite a bit of time to complete. Additional responses can be found in Figure 7.

Figure 7 – Actions that divert instructional leadership (n= 59)*



This finding echoes those from a 2025 RAND survey of superintendents in small school districts that reported budget planning or managing finances, and managing school facility operations and maintenance as the most time-consuming activities among small district superintendents.^{xiii}

One survey participant highlighted these unique issues:

Rural sites require ongoing monitoring and management of water treatment, septic and power issues on a regular basis, which is a significant time burden. Small school districts often lack adequate substitute teacher pools to draw from for absences, necessitating admin coverage for absent teachers and staff. Also, given the massive and diverse workload, the ability to fully focus on single project implementation is impossible, which impacts monitoring and effectiveness. Interruptions and emergencies without additional staff to assist forces many tasks into triage mode.

*n= number of respondents

The relationship between board members and superintendent-principals is critical in governing efficiently and effectively. Survey participants were asked to rate the top three actions or events that could erode trust among superintendent-principals and school board members. Superintendent-principals rated the following as the most corrosive:

- ▶ Board members not using proper chain-of-command protocol for community concerns
- ▶ Micromanaging time or actions
- ▶ “Gotcha” questions or accusations in an open session board meeting

Figure 8 – Actions that erode trust (n= 59)*



An open-ended question asked about the biggest challenges that participants wanted school board members to understand. The following themes emerged from the 44 responses provided:

- ▶ Insufficient funding
- ▶ Maintaining a positive culture
- ▶ Lack of time
- ▶ The many responsibilities of the dual role

Dual-role administrators take on the responsibilities of both the superintendent and principal leadership positions and must juggle both regularly.

One superintendent-principal summarized these challenges by sharing:

One of the biggest challenges is balancing the wide scope of responsibilities that come with my dual roles. I'm responsible for district-level leadership, compliance, and long-term planning, while also handling the day-to-day needs of students, staff, and families at the site level. Another challenge is ensuring there's enough time and capacity to give each area the attention it deserves — especially when unexpected issues arise. Managing competing priorities, staying compliant with state requirements, and protecting time for vision-setting and staff support can be difficult. Having a governance team that understands these pressures, helps prioritize initiatives, and supports realistic goals and timelines makes all the difference.

Time burdens and distractions from instructional leadership

Time is a precious and finite resource in the workday. LEA leaders must allocate their time wisely and prioritize pressing issues daily in order to fulfill their responsibilities. When asked about how their time was spent each week and the responsibilities that take up the most time, superintendent-principals shared that attending meetings, writing reports, and managing student discipline took up the majority of their day. The remainder of their time was spent conducting classroom observations, providing instructional leadership to staff, participating in community leadership, and engaging in professional development.



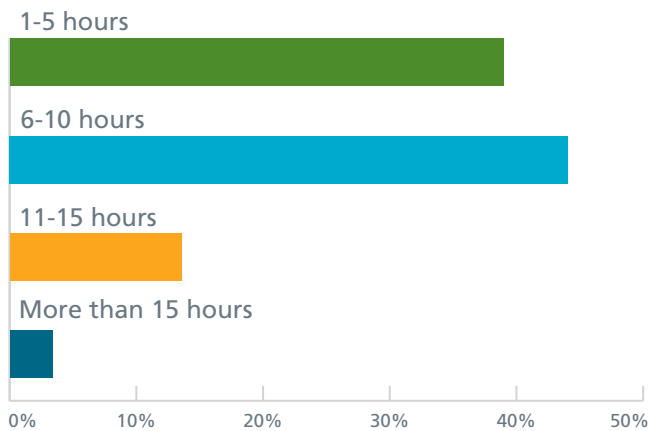
Figure 9 – Time spent on tasks each week (n= 55)*



Digging further into time allocation and board meeting preparation, superintendent-principals were asked how many hours are spent preparing for these meetings. Most survey participants (44 percent) shared that they spend six to 10 hours preparing for board meetings, while 39 percent of participants spend one to five hours preparing, 14 percent spend 11-15 hours preparing, and 3 percent spend more than 15 hours preparing.

*n= number of respondents

Figure 10 – Time spent preparing for board meetings (n= 59)*



Sustainability

Exacerbated by the global pandemic, burnout rates in education have increased and remain higher compared to other workforce sectors.^{xiv} LEA leaders are asked to do what seems like an ever-increasing list of duties while remaining focused on student achievement. Mitigating burnout is key to keeping LEA leaders. When asked about what barriers prevent a healthy work-life balance, superintendent-principals rated availability (always being available or “on”), lack of resources, and a high-stress environment as preventing them from balancing their professional and personal lives. Other stressors that impeded balance were time to care for oneself (nutrition, physical activity, sleep), not being able to escape work, and an ever-growing list of reports (state and federal).

The never-ending list of duties was echoed by a respondent who lamented:

The amount on my plate for all parts: I am the facility director, SPED [Special Education] Director, Human Resources Director, custodian, and [wear] many more hats.

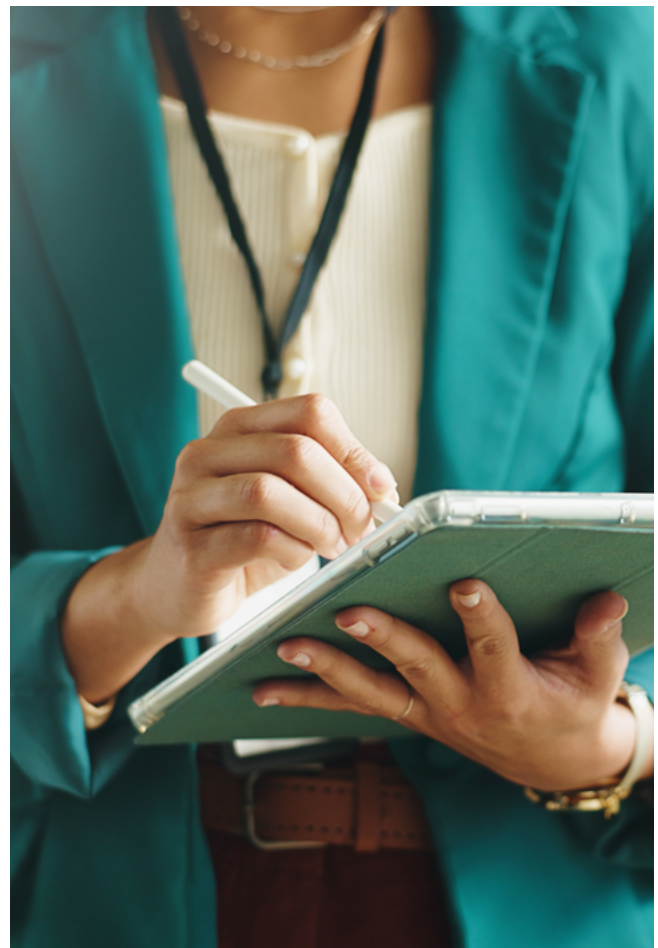
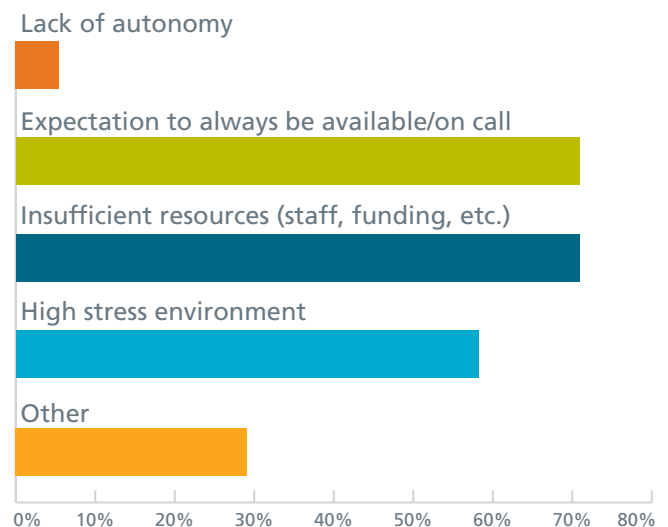


Figure 11 – Work-life balance barriers (n= 55)*

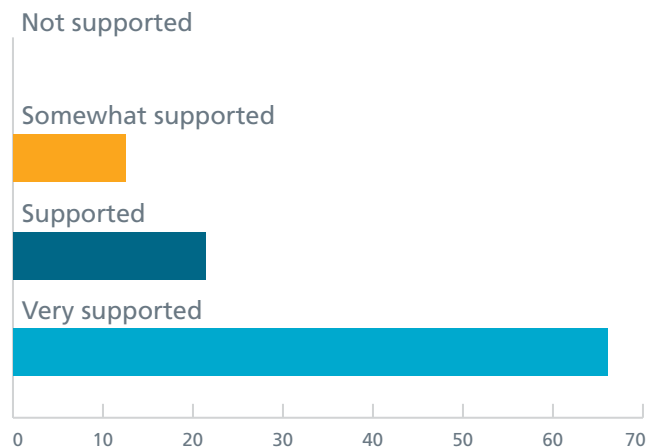


*n= number of respondents

Positive governance team practices

Teamwork is critical in successfully completing a project, mission, or goal. A key component of teamwork is supporting each individual on the team. In education, the governance team directs and guides the LEA. Successful governance teams work collaboratively and efficiently, support and trust their superintendent, and communicate regularly.^{xv} When asked how supported they feel by their governance team, 66 percent of respondents shared that they feel very supported by their governance team, 22 percent feel supported, and 13 percent feel somewhat supported. No respondents reported feeling an overall lack of support.

Figure 12 – Level of support (n= 56)*



Participants were asked an open-ended question about what their governance team does to support them and their work. Of the 62 participants, 44 answered this question and a few themes emerged: trust (48 percent), preparation (34 percent), and listening/being supportive of their ideas and work (18 percent). The most common response was that their boards trusted them. Trust to do the job, to manage their staff, trust to lead, and trust in their recommendations, ideas, and decisions. Preparation was also repeatedly expressed: being prepared by reading documents, asking questions before the meeting, or scheduling a time to meet and discuss an issue or ask a

*n= number of respondents

question were all valued supports. Listening to superintendent-principals' visions or problem-solving ideas and supporting their decision-making were also valued.

A survey participant reiterated this sentiment:

My governance team understands that my lane is management. They trust me to manage the district. As a result, our district is successful in every area. Even though I have been recruited for more money, I stay because my board members are exceptional at giving me the support I need to thrive!

Another open-ended question asked what their governance team *could do* to support them and their work. Only three responses were given: follow the chain of command for community complaints, have clear and consistent expectations and a willingness to remain open and curious, and support the LEA leader when difficult or unpopular decisions need to be made.

One superintendent-principal shared:

Be clear and consistent about expectations. Ask questions and be specific about what they would like me to present at [the] meeting. Be open to learning. Keep an open mind.





Structural issues with the dual-role administrator position

Participants were also asked to share what is most important for school board members to understand about their dual roles. A few themes emerged from the 48 open-ended responses:

- ▶ The roles are very time consuming (48 percent)
- ▶ The position has two distinct roles (27 percent)
- ▶ Competing priorities take time away from essential responsibilities (17 percent)
- ▶ They are understaffed (1 percent)

Participants shared that they felt stretched beyond capacity, that work followed them into the evenings and weekends, and that there was not enough time to complete all of the responsibilities or focus deeply on important issues.

One survey participant wrote:

We are to be considered “Blue Collar Superintendents” as we roll up our sleeves and get the job done as needed in all aspects of a school district’s operations.

In line with the time consuming nature of the dual role, surveyed superintendent-principals emphasized that they have two distinct roles that are equivalent to two full-time jobs. They are the principal of a school site or many school sites and the superintendent overseeing those sites, and possibly other LEAs. Each role demands a specific set of responsibilities.

Competing priorities from the board, community, and the dual role itself made respondents feel like they could not satisfy anyone and made it nearly impossible to carve out time for professional development or deeper community engagement.

One respondent shared that they wanted school board members:

...to understand that serving as both superintendent and principal means I am balancing district-level leadership with daily, hands-on school operations. I am deeply involved in everything from big-picture planning, budgeting, and compliance to individual student and staff needs. This requires clear priorities, realistic timelines, and trust that I will need to shift between both roles daily. Support from the board — especially around setting boundaries, managing expectations, and providing resources — helps ensure I can lead effectively without burning out.

Recommendations from leaders

Finally, when survey participants were asked to share their thoughts about any topic not covered in the survey, 14 participants provided feedback. Three themes emerged from the responses: the burden of reporting requirements (43 percent), the difficulty of the job (36 percent), and trust (14 percent). Other responses included a nudge for school board members to get involved and be present at school and community events, observations that students and families are not respectful of staff, and more collaboration among families and schools needs to occur to better support students.

Respondents also reiterated that small and rural LEAs need flexibility in reporting and funding requirements, and unique solutions to fill vacancies and fulfill responsibilities. Overburdening small and rural LEAs with the same reporting requirements as large LEAs takes away time and resources that could be spent mentoring staff, supporting students, and engaging with their community. They are overburdened with state and federal reporting requirements and alleviating the administrative burden is needed and dire. These LEAs also need to be able to use funding for specific needs for their local context, as local resources may be minimal or non-existent.

CSBA's 2024 co-sponsored [Senate Bill 1315](#) attempted to address the reporting overload. SB 1315 directs the [California Department of Education](#) (CDE) to review the numerous reporting requirements LEAs are required to complete and provide a report to the Legislature on the number and types of reports LEAs are required to submit annually, the purpose of each report, and recommendations for which reports can be consolidated, eliminated, or truncated. [SB 374](#) then extended the deadline for CDE to submit its report on reporting requirements to the Legislature to January 2027.

The push for legislation on minimizing reporting requirements was propelled forward by CSBA's original research report, [Drowning in Documentation](#), which gathered and identified the droves of reporting requirements that LEAs are mandated to complete regularly, along with the consequences at the local level. The report highlights the administrative burden, calling out the disproportionate impact on small LEAS.



As one superintendent-principal suggested:

There should be more allowances for a district that qualifies to have a Supt/Principal as sole administrator for exemptions or alternatives to the state reporting required for massive districts. Districts with 250 students doing much of the same work with no cabinet or layers of staffing as [a] Supt with 12,000 students.

Another theme that emerged from participants' open-ended responses was that trust is paramount in allowing superintendent-principals to perform the duties of their dual roles. School board members should trust that their LEA leader will do the best they can in their role and for their LEA. This is consistent with responses in Figure 7. Finally, participants shared that the superintendent-principal role is the hardest job in education, insofar as one individual is required to do the job of an entire administrative department, without the staff to do so.

As one respondent shared:

I think the Principall/Superintendent role is likely the hardest role in education. We need to do all the work of entire departments at larger districts and there is only one of me. We are expected to do all the curriculum and instruction work, fulfill mission statements, lead in the tech revolution, follow compliance, take care of special ed issues, which is HUGE and growing...so much.

Conclusion

Balancing two jobs while leading a small team (or no team), with potentially multiple sites to manage, creates a stressful environment from the start. If something goes wrong, the stress compounds quickly. Often dual-role administrators run into unexpected or unforeseen obstacles, despite their best-laid plans. A teacher or bus driver that is out sick means the superintendent-principal may need to step into that role. Electricity outages when winds are high and the summer heat is in full effect means the superintendent-principal must communicate to families and staff quickly instead of completing a time-sensitive CDE report. A curious bear lumbering onto campus means the superintendent-principal must deal with an unexpected safety issue instead of interviewing a potential new much-needed staff member. Any and all obstacles throw off the entire day of a one-person team expected to do the work of a multiple-member team, which pushes that work into the late evening hours and/or into the weekend. This forced game of priority roulette can be taxing and overwhelming.

As noted in a RAND study, superintendents from small school districts reported lower job satisfaction from 2024 to 2025, dropping from 57 percent to 47 percent.^{xvi} To support continuity and sustainability, it is paramount to build in time, space, and necessary resources so that individuals can maintain their workload in a high-stress environment.

Recommendations based on survey findings

While additional funding is always needed to maintain the comprehensive work that LEAs do for students and their families on a daily basis, it is rarely provided at the level needed. With that in mind and insights from surveyed dual-role administrators, the following is a list of recommendations to support long-term leadership positions:

- ▶ Build and maintain strong community partnerships and solve problems creatively.
 - » Where can partnerships pick up the slack or fill in the gaps?
 - » What services or resources can the local county office(s) of education provide to fill gaps in administrative or programmatic needs?
 - » Can collaborations extend beyond the LEA or region?
- ▶ Implement and support on-site work-life balance.
 - » Institute responsible meeting hours and duration to allow for down time and to destress.
- ▶ Create and maintain boundaries.
 - » Avoid calling or texting during out-of-school time/business hours unless it is an emergency.
 - » Trust first.



- ▶ Develop board norms of preparing for meetings and continuous learning.
 - » Reach out with questions or concerns about board items prior to the meeting to avoid “gotcha” or on-the-spot questions.
 - » Create a culture of participating in professional development and governance trainings to better understand the roles and responsibilities of the school board member, the governance team, and how to support the dual-role administrator.
- ▶ Practice following the “chain of command.”
 - » Reach out to the superintendent-principal first when community members or staff reach out personally with concerns or complaints.

Alignment, cohesion, and cooperation at all levels are essential to achieving an LEA’s goals. CSBA’s research report, *The School Board Role in Creating the Conditions for Student Achievement*, on effective board governance echoes the importance of positive working relationships between LEA leadership and staff, a collaborative and supportive relationship between the board and superintendent, among board members, and between the governance team and the community to realize the LEA’s vision, mission, and goals. This iterative and reflective work is hard but important, and a worthy endeavor to ensure the continued improvement and success of the LEA.

Questions for board members to consider

The following are questions meant to guide discussions to support the dual-role administrator and build a robust and supportive educational environment and relationship between this leadership position and school board members.

- ▶ What is our LEA’s onboarding process for the dual-role administrator?
 - » What resources and supports are missing from this onboarding process?

- ▶ Does our governance manual address understanding the dual roles of the superintendent-principal?
- ▶ What professional development opportunities are available and provided by our LEA for the dual-role administrator?
- ▶ What mentorship opportunities are available for a new dual-role administrator?
- ▶ What resources are available to our LEA locally, regionally, and statewide to support our governance work and collaboration with the dual-role administrator?
- ▶ What is our succession plan when the dual-role administrator retires or leaves?
 - » How do we preserve our institutional knowledge and processes?
 - » What are our procedures and processes for shorter-term absences such as medical leave or family emergencies?
- ▶ What support does the local COE offer dual-role administrators?

Commitment from CSBA

CSBA’s mission is to strengthen and promote school board governance through advocacy, training, and member services. Strong local boards of education are essential to ensure a high-quality education for every student in every community. To that end, CSBA is committed to supporting governance teams across the state by:

- ▶ Continued advocacy to alleviate the administrative burden of state and federally mandated reporting requirements to reduce the strain on small and rural LEAs.
- ▶ Maintaining a repository of county office of education services to small and rural LEAs for dual-role administrators to access local assistance.
- ▶ Continued advocacy for resources and supports for small and rural LEAs to help address their unique needs that are a result of limited human capital and capacity.



Resources

CSBA resources

CSBA offers a wide variety of professional development opportunities and education resources for LEA leaders. The following are resources to support LEA leadership:

Effective governance

CSBA offers resources to jump-start new board member education or to navigate the intricacies of governance as an experienced board member. Provides professional guidance, training, and resources to become an effective governance team member and to build a strong governance team. www.csba.org/GovernanceAndPolicyResources/EffectiveGovernance

Professional development

CSBA is the only public education association providing customized, small group, large group and online training and tools specifically designed for board members and superintendents in their role as governance team leaders. All CSBA trainings are based on the latest governance research and best practices. www.csba.org/TrainingAndEvents/

Additional resources

Rural Schools Collaborative (RSC)

RSC's mission is to build sustainable rural communities through a focus on place, teachers, and philanthropy. It works to build the social capital of rural schools and their communities and to grow strong rural teacher leaders, give them a voice, and provide them with supportive networks and resources. <https://ruralschoolscollaborative.org/>

California Rural Ed Network

The intention of the California Rural Ed Network is to amplify the voices of rural educators. It provides time and space for rural educators to share their stories, make connections, and seek to continuously improve rural educational practices. www.caruraled.net

Rural Education Resource Center

The U.S. Department of Education supports rural communities with funding opportunities, technical assistance, and other resources tailored to the rural context. <https://www.ed.gov/about/initiatives/rural-education-resource-center>

Rural Education Achievement Program (REAP)

REAP is designed to help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants. www.ed.gov/grants-and-programs/formula-grants/rural-and-insular-areas/rural-education-achievement-program

Board policies and administrative regulations

CSBA GAMUT Policy and Policy *Plus* subscribers have access to the most up-to-date CSBA sample policy language. The following are sample board policies (BP), administrative regulations (AR) that have been developed for LEAs to use as starting points for adopting policies to address effective governance.

BP 0000 – Vision

BP 0100 – Philosophy

BP 0200 – Goals for the District

BP 0500 – Accountability

Board bylaws

There are essential documents developed to assist the board in managing the responsibilities within its role. The board bylaws (BB) in the 9000 series of the board policy book are the operating guidelines of the governance team for districts and county offices of education. The following board bylaws are relevant for effective governance in school districts and county offices of education:

BB 9000 – Role of the Board: Describes the major responsibilities of the board

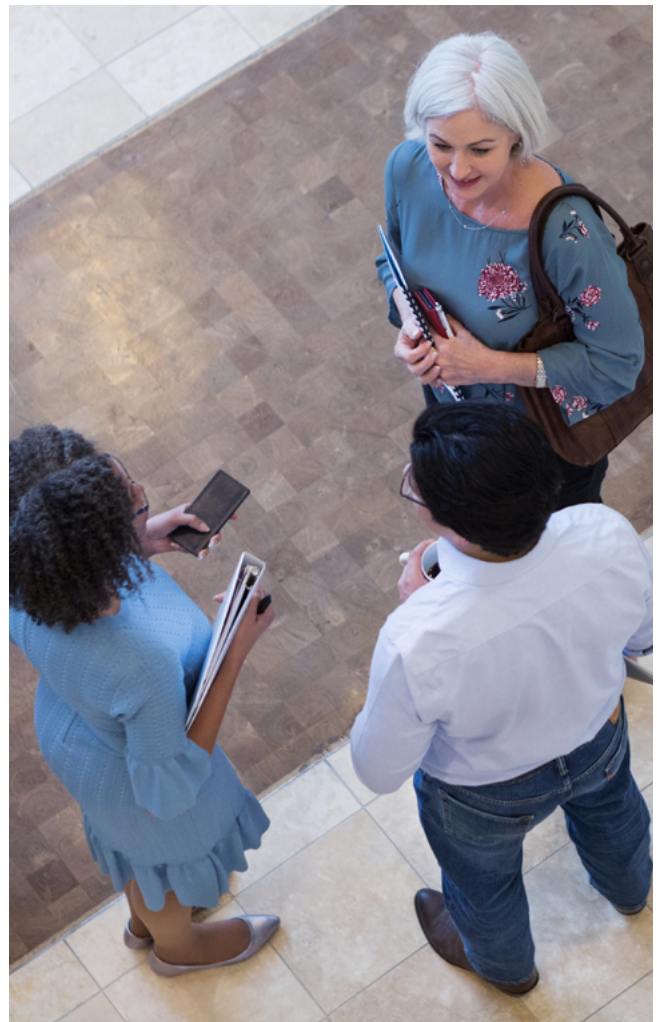
BB 9005 – Governance Standards: Describes the board's commitments

BB 9100 – Board Organization: Describes the board's annual organizational meeting

BB 9200 – Limits of Board Member Authority: Describes the board as the unit of authority

BB 9310 – Board Policies: Describes the process to create, revise, and adopt district policies

BB 9400 – Board Self-Evaluation: Describes the board's annual self-evaluation for accountability to the community



Endnotes

- ⁱ Rasmussen, J, De Jong, D., and Aderhold, F. Comparing Perceptions of Dual-Role Administrators and Teachers Regarding the Effectiveness of Dual-Role Administrators in a Rural State. (2018). University of South Dakota. <https://files.eric.ed.gov/fulltext/EJ1200801.pdf>
- ⁱⁱ See Endnote i.
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