Planning for
Local Control Funding and Accountability

csba
California School Boards Association

The act of developing plans is generally considered to be an administrative one – conducted by the superintendent and staff. However, boards not only vote to adopt plans, but also are responsible for ensuring that the planning process is effective. (See CSBA sample board policy 0400). This rubric is intended to help boards work with the superintendent in assessing the strength of the local planning efforts, and to identify how the board can build more support for the important work of planning.

Setting Direction and Comprehensive Planning	4 = Highly Effective	3 = Effective	2 = Somewhat Effective	1 = Ineffective
1. The district engages in an ongoing planning process that is understood by stakeholders.	• The process is cyclic • There is strong understanding among stakeholders about the planning process	• The process is reasonably consistent • There is general understanding among stakeholders about the planning process	• The planning cycle is somewhat inconsistent • There is limited understanding about the planning the process	• The process is very inconsistent • There is general confusion about the planning process
2. Stakeholders are appropriately involved and engaged in the planning process.	The district's planning process: • actively invites and engages a broad and diverse body of stakeholders	The district's planning process: • invites and engages many external stakeholders	The district's planning process: • Passively invites or engages a limited number of stake-holders	The district's planning process: • Does not invite or engage external stakeholders.
3. The planning is built upon clearly articulated district values, mission and vision *approved and adopted by the board.*	The district's values, mission and vision: • are clear and compelling • completely appropriate for the community it serves • provide clear direction for making key decisions.	The district's values, mission and vision: • are clear • appropriate for the community it serves • provide sufficient direction for making key decisions.	The district's values, mission and vision: • are not clearly stated • lack elements appropriate for the community it serves • provide limited direction for making key decisions.	The district's values, mission and vision: • are poorly stated • are inappropriate for the community it serves • provide no direction for making key decisions.

4. The planning is organized, focused on action, understood by staff, and used for making decisions.	The district planning process is: • very well-organized • strongly focused on action for change • very effectively communicated to staff • guides all decision-making related to raising student achievement	The district planning process is: • organized • focused on action for change • communicated to staff • guides most decision-making related to raising student achievement	The district planning process is: • somewhat disorganized • poorly focus on action for change • poorly communicated to staff • guides little decision-making related to raising student achievement	The district planning process is: • very disorganized • not focused on initiating change • not communicated to staff • guides almost no decision-making related to raising student achievement
5. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.	• Data collection is well-organized, focused process and comprehensive • Data is disaggregated by all sub-groups • Data is analyzed to identify trends in student performance	• There is a standard process for periodically collecting essential data • Data is disaggregated by key sub-groups • Data is analyzed to identify trends in student performance	• Data collection is sporadic, uncoordinated, or limited in scope • Data disaggregated by sub-groups is limited • Data is analysis is limited; few trends are identified	• There is no process for collecting data • Data is not disaggregated by subgroups • There is no data analysis
6. The district can demonstrate clear connections between improvement efforts and measurable progress by students toward clearly defined learning targets	• Multiple measures are used to track student progress. • All measures very effectively demonstrate acceptable progress by all subgroup of students.	• Several measures are used to track student progress. • All measures effectively demonstrate acceptable progress by most subgroup of students.	• Very few measures are used to track student progress. • Measures indicate acceptable progress by some, but not all, subgroups of students.	• There are insufficient measures for tracking student progress. • Measures do not reflect adequate growth for students.