Model Community Day School and
Model Continuation High School Recognition Program
Program Year: 2025–26

# Scoring Rubric

## School Profile

| **Components for the School Profile Statement**  | **Maximum Points** |
| --- | --- |
| The school, grade levels served, student demographics, community context, staffing, and district support. | 2 |
| Discuss your daily schedule (and be prepared to share your schedule with the site visitation team). | 1 |
| While you are asked to discuss supporting individual students below in the narratives about Educating “This Whole Child” (Instruction) and Educating “This Whole Child” (Social, Emotional and Mental Health and Development), describe here in the School Profile narrative the general ways staff in all roles come together as a full team and in smaller groups to: (1) evaluate academic, behavioral, attendance, school climate data; (2) share observations of academic, behavioral and social strengths, successes and challenges faced by students; (3) significant events and student interests; (4) family input; and (5) schoolwide practices and district policy. The aforementioned gatherings are sometimes officially scheduled under the general term “professional learning communities.” | 6 |
| Discuss how you prepare students to be ready for and successful in the next levels following participation in your school (another school, society, college and/or vocational schools, career readiness and other opportunities). How do you help them to be aware of the possibilities? | 6 |
| Describe the use of professional development in response to identified needs and approaches to support continuous improvement for students and the community day school or continuation high school. | 3 |
| What safety measures are in place? | 2 |

## School Leadership and Management

| **Components for the School Leadership and Management Statement** | **Maximum Points** |
| --- | --- |
| How staff, students, and other educational partners are involved in collaborating and contributing to school management, including identifying challenges and the means for identifying and implementing needed changes. | 10 |
| How the community day school or continuation high school coordinates with the traditional high schools and other alternative education schools within the district to provide for seamless and supportive transfer into and from the community day school or continuation high school, including how student assets are emphasized in addition to any challenges. | 4 |
| How district leadership, other district schools, educational partners and community members are informed of the activities, successful academic, social and emotional progress of community day school or continuation high school students, and challenges within the community day school or continuation high school needing additional support. | 6 |

## Educating “This Whole Child” (Instruction)

| **Components for the Educating “This Whole Child” (Instruction) Statement** | **Maximum Points** |
| --- | --- |
| How instruction and curriculum are matched and adapted to student developmental levels, student learning strengths and interests, and the student’s lived-experience and identity. | 8 |
| All methods students may use to earn credits. Indicate the maximum number of credits that can be earned per quarter, semester, and year. | 2 |
| The scoring rubrics for projects, essays, and other individual assignments. | 3 |
| The use of competency, mastery, in-class and out-of-class projects, homework, and length of each class period. Discuss if all credits and partial credits are transferable to other schools in the district. | 3 |
| The instructional delivery system (e.g., directed teaching, project-based assignments, group projects, and other modalities) and how this is monitored and supported. | 3 |
| If the number of credits to graduate from the community day school or continuation high school is less than the number required to graduate from the traditional high school(s) in the district, explain the differences and the rationale for requiring fewer credits, if applicable. | 1 |

## Educating “This Whole Child” (Social, Emotional and Mental Health and Development)

| **Components for the Educating “This Whole Child” (Social, Emotional and Mental Health and Development) Statement** | **Maximum Points** |
| --- | --- |
| How social, emotional, and mental health needs and appropriate responses are identified and provided to students, including trauma-informed practices, and by whom. How are these elements integrated into the total school program? | 4 |
| How respect for the student within the school community is actively supported. | 2 |
| How the school culture, climate, and practices are supportive as a learning community, personally and culturally relevant, sustaining and revitalizing, respectful of the lived experience of the student and family, and how implicit and explicit bias are identified and addressed. | 3 |
| The alternative means of supportive improvement and intervention used to prevent or respond to behavioral and/or attendance challenges and barriers, and to minimize the use of exclusionary practices such as suspension, expulsion and other restrictions on students’ active engagement and opportunities within the learning community. These might include restorative practices, student success teams, social, emotional, and mental health supports, and other positive, asset-based recommended practices per California Education Code sections 48900.5 and 48900 paragraphs (v) and (w). Provide a specific explanation of how those practices relate to any disproportionate representation of minority students and any other identified equity concerns in such interventions.[[1]](#footnote-1) | 4 |
| How you collaborate with the student in identifying valid and respectable goals, values, strengths, challenges, and pains that might be being expressed problematically, including those that the student identifies as a response to specific school practices, and in identifying positive, viable alternatives to the problematic behaviors. | 4 |
| Have you identified and addressed systemic practices, including those regarding school culture and climate, which have undermined some or all students? | 3 |

## School Evaluation of Effectiveness

| **Components for the School Evaluation of Effectiveness Statement** | **Maximum Points** |
| --- | --- |
| How the school evaluates the effectiveness of its educational program, both on an ongoing basis and as measured over time. What procedures are used to determine what is working and what needs to be improved (e.g., formal and informal data including student, staff, family and other educational partners’ input, and other examples). This includes information about students and also systemic practices. | 7 |
| How the school measures and records ongoing value-added academic, social and emotional progress, on an individual basis compared to from before the student entered this school, and throughout their participation in the school. And how these individual findings are also compiled as measures of the value added within the school. Include measures beyond the basics, such as school climate measures, number of books students have read, etc. We are looking for models that others might want to adopt. | 6 |
| Discuss how staff use these objective and formative data to support instructional and school culture improvement, and how this information is shared with the student, family members, school staff, district, educational partners, and community members. | 7 |

1. For assistance in this area, you may review recent guidance issued by the U.S. Department of Education (ED) and the Department of Justice on the ED’s [School Climate and Student Discipline Resources web page](http://www2.ed.gov/policy/gen/guid/school-discipline/index.html). [↑](#footnote-ref-1)