# Appendix A: Specialized Secondary Programs Scoring Rubric

Each question in the Program Narrative sections of the application, as well as the requirements identified in the *Application Format Requirements* and the *Program Application: Sections for Submission* sections, will be assigned a rating using the scoring rubric.

To convert ratings to points, a multiplier will be applied based on the significance of each component as it relates to the goals, desired outcomes, and requirements of the Specialized Secondary Programs grant. The scored components of this application have a total value of **294** **points**.

| **Scored Components** | **Maximum Rating x Multiplier** | **Maximum Points** |
| --- | --- | --- |
| **Section 1: Curriculum Development** |  |  |
|  Question #1 | 7 x 10 | 70 |
|  Question #2 | 7 x 5 | 35 |
|  Question #3 | 7 x 4 | 28 |
| **Section 2: Local Work-based Learning Opportunities Provided for Specialized Secondary Programs Students** |  |  |
|  Question #1 | 7 x 7 | 49 |
| **Section 3: Professional Development** |  |  |
|  Question #1 | 7 x 2 | 14 |
|  Question #2 | 7 x 2 | 14 |
|  Question #3 | 7 x 2 | 14 |
| **Section 4: Sustainability** |  |  |
|  Question #1 | 7 x 4 | 28 |
| **Section 5: Formatting and Submission Requirements** |  |  |
|  *Application Format Requirements* section | 7 x 3 | 21 |
|  *Program Application: Sections for Submission* section | 7 x 3 | 21 |
| **Total**  |  | **294** |

## Section 1: Curriculum Development1. — 70 points possible

| **OUTSTANDING (6–7 rating)** | **STRONG (4–5 rating)** | **ADEQUATE (2–3 rating)** | **INADEQUATE (0–1 rating)** |
| --- | --- | --- | --- |
| The two proposed **new**, year-long courses are unique and are not available to other students throughout the state. It is clear that both of the proposed courses do not supplement any existing academies, pathways, programs, competitions, or clubs at the school. The two proposed courses appear to be highly innovative when compared to courses currently available throughout the state. The two proposed courses provide a definite sequence of study in two consecutivegrade levels.  | The two proposed **new**, year-long courses are unique and are not typically available to other students throughout the state. One or both of the proposed courses may be offered in a few schools throughout the state. It is clear that both of the proposed courses do not supplement any existing academies, pathways, programs, competitions, or clubs at the school. The two proposed courses appear to be innovative when compared to courses currently available throughout the state. The two proposed courses provide a definite sequence of study in two consecutivegrade levels.  | The two proposed yearlong courses are **new** to the school; however, they are not unique and are typically available to other students throughout the state. It is clear that both of the proposed courses do not supplement any existing academies, pathways, programs, competitions, or clubs at the school. Courses may be considered to be in this category if a portion of the content is new, but is integrated with content that is typically available to other students throughout the state (e.g., proposed courses may appear to be primarily focused on various academic content standards rather than emphasizing CTE standards). The proposed courses appear to display an identifiable level of innovation when compared to courses currently available throughout the state. The two proposed courses provide a definite sequence of study in two consecutivegrade levels. | It is not absolutely clear to the reader that the two proposed courses are **new** to the school or yearlong courses. An amount other than the required two courses may have been proposed or discussed. Similar courses are typically available to students throughout the state. It is not absolutely clear to the reader that these courses do not supplement an existing academy, pathway, program, competition, or club at the school. Courses may appear to be elective options within a department or an existing academy/pathway. Minimal innovation is evident in the proposed courses. The two proposed courses provide a definite sequence of study in two consecutivegrade levels. |

## ***Section 1: Curriculum Development (Continued)***2. — 35 points possible

| **OUTSTANDING (6–7 rating)** | **STRONG (4–5 rating)** | **ADEQUATE (2–3 rating)** | **INADEQUATE (0–1 rating)** |
| --- | --- | --- | --- |
| The instructional/academic content for the two new, year-long, innovative courses was clearly and thoroughly described. The proposed course names and specific (not multiple/range) grade levels the courses will be offered are identified. The proposed courses provide a definite sequence of study to a cohort of students in two consecutivegrade levels. The plan to establish and maintain a cohort of students is clearly explained. A “survey” class is not included as part of the proposed sequence of courses funded by this grant. The course content described corresponds to the standards in the identified CTE Career Pathway(s).  | The instructional/academic content for the two new, year-long, innovative courses was clearly described. The proposed course names and specific (not multiple/range) grade levels the courses will be offered are identified. The proposed courses provide a definite sequence of study to a cohort of students in two consecutivegrade levels. The plan to establish and maintain a cohort of students is explained. A “survey” class is not included as part of the proposed sequence of courses funded by this grant. The course content described corresponds to the standards in the identified CTE Career Pathway(s). | The instructional/academic content for the two new, year-long, innovative courses was generally described. Additional details may be required in order to present a clear and complete understanding of the targeted content of one or more proposed courses. The proposed course names and specific (not multiple/range) grade levels the courses will be offered are identified. The proposed courses provide a definite sequence of study to a cohort of students in two consecutivegrade levels. The concept of a cohort of students may have been mentioned, but the establishment and maintaining of a cohort was not clearly explained. A “survey” class is not included as part of the proposed sequence of courses funded by this grant. The course content described corresponds to the standards in the identified CTE Career Pathway(s). | The instructional/academic content for the two new, year-long, innovative courses was vaguely described. An amount other than the required two courses may have been proposed or discussed. The academic content may have been provided as a list of topics. The proposed course names or specific grade levels the courses will be offered may not have been identified. A range of grade levels may have been identified for one or more courses. The establishment of a cohort of students may not have been identified and/or discussed. It is not clear to the reader that the proposed courses provide a definite sequence of study in two consecutivegrade levels. A “survey” class may have been included as part of the proposed sequence of courses. The course content may not correspond to the standards in the identified CTE Career Pathway(s). |

## Section 1: Curriculum Development (Continued)3. — 28 points possible

| **OUTSTANDING (6–7 rating)** | **STRONG (4–5 rating)** | **ADEQUATE (2–3 rating)** | **INADEQUATE (0–1 rating)** |
| --- | --- | --- | --- |
| The curriculum development team includes at least two teachers from the school. The name, company/organization, and job title for each person was provided. At least one outside expert (outside experts have recent professional experience in the specific targeted/specialized area of instruction) was identified. The outside expert’s knowledge and skills specific to the identified area of instruction were clearly and thoroughly discussed. The outside expert’s area of expertise, knowledge, and skills specifically relate~~s~~ to the targeted/specialized area of instruction (directly pertains to the identified CTE pathway). The specific qualifications/professional experience of the outside expert(s) were thoroughly and clearly explained. The sequence of courses will be conducted at the same site and taught by district paid personnel during the regular school day. | The curriculum development team includes at least two teachers from the school. The name, company/organization, and job title for each person was provided. At least one outside expert (outside experts have recent professional experience in the specific targeted/specialized area of instruction) was identified. The outside expert’s knowledge and skills specific to the identified area of instruction were clearly and thoroughly discussed. The outside expert’s area of expertise pertains to a closely related CTE pathway within the same identified industry sector. The specific qualifications/professional experience of the outside expert(s) were thoroughly and clearly explained. The sequence of courses will be conducted at the same site and taught by district paid personnel during the regular school day. | The curriculum development team includes at least two teachers from the school. The name, company/organization, and job title for each person was provided. At least one outside expert (outside experts have recent professional experience in the specific targeted/specialized area of instruction) was identified. The outside expert’s knowledge and skills specific to the identified area of instruction may only have been adequately discussed. The outside expert’s area of expertise pertains to an unrelated CTE pathway within the same identified industry sector. The specific qualifications/professional experience of the outside expert(s) may only have been adequately explained. The sequence of courses will be conducted at the same site and taught by district paid personnel during the regular school day. | The members of the curriculum development team may not be clearly identified. May have an incomplete team (e.g., missing teacher or outside expert).The name, company/organization, and job title for each person may not have been provided. The outside expert’s knowledge and skills specific to the identified area of instruction may not have been discussed adequately or at all. The specific qualifications/professional experience of the outside expert(s) were not clearly identified or did not relate to the targeted/specialized area of instruction (expertise pertains to a different industry sector than the one identified in the application). It is not clear to the reader that the sequence of courses will be conducted at the same site and/or taught by district paid personnel during the regular school day.  |

## ***Section 2: Local Work-based Learning Opportunities Provided for Specialized Secondary Programs’ Students***1. — 49 points possible

| **OUTSTANDING (6–7 rating)** | **STRONG (4–5 rating)** | **ADEQUATE (2–3 rating)** | **INADEQUATE (0–1 rating)** |
| --- | --- | --- | --- |
| Thoroughly and completely describes the local work-based learning (WBL) opportunities. The WBL opportunities are specific to the CTE Career Pathway (not the industry sector) identified for the proposed SSP. **At least four** types of WBL opportunities are identified and described. It is clear to the reader that all SSP students will be provided WBL opportunities. Each letter of commitment includes specific services to be provided and the **number** of SSP students that can be accommodated. The cumulative number of students served by local partners meets or exceeds the total number of SSP students identified on Form C. All letters of commitment are written on official letterhead and contain original (not typed) signatures. No letter(s) are form letters, in part or in whole. | Contains a strong description of the local WBL opportunities. The WBL opportunities are specific to the CTE Career Pathway (not the industry sector) identified for the proposed SSP. **At least three** types of WBL opportunities are identified and described. It is clear to the reader that all SSP students will be provided WBL opportunities. Each letter of commitment includes specific services to be provided and the **number** of SSP students that can be accommodated. The cumulative number of students served by local partners meets or exceeds the total number of SSP students identified on Form C. All letters of commitment are written on official letterhead and contain original (not typed) signatures. No letter(s) are form letters, in part or in whole. | Adequate description of the local WBL opportunities. The WBL opportunities are specific to the CTE Career Pathway (not the industry sector) identified for the proposed SSP. **At least two** types of WBL opportunities are identified and described. It is clear to the reader that all SSP students will be provided WBL opportunities. Each letter of commitment includes specific services to be provided and the **number** of SSP students that can be accommodated. The cumulative number of students served by local partners meets or exceeds the total number of SSP students identified on Form C. All letters of commitment are written on official letterhead and contain original (not typed) signatures. No letter(s) are form letters, in part or in whole. | Minimal description of the local WBL opportunities. The WBL opportunities may be related to an **industry sector** as opposed to the specific CTE Career Pathway identified for the proposed SSP. **At least two** types of WBL opportunities are identified and described. It may **not** be clear to the reader that all SSP students will be provided WBL opportunities. May include virtual experiences as part of the WBL description. Each letter of commitment may not include specific services to be provided and/or the **number** of SSP students that can be accommodated (letters may identify **“all”** **students**). One or more letters may not be on original letterhead, may be missing, may not have original signatures, or may be a form letter, in part or in whole. |

 Section 3: Professional Development
1. — 14 points possible

| **OUTSTANDING (6–7 rating)** |  |  | **INADEQUATE (0–5 rating)** |
| --- | --- | --- | --- |
| The list of identified SSP teachers appears to be appropriate for the proposed SSP as described in the application. At least two teachers from the school were identified. The two required teachers have teaching duties assigned at the SSP school site during this grant period. The SSP teacher duties were clearly identified. All identified duties are appropriate for the described SSP. | **(Intentionally left blank)** | **(Intentionally left blank)** | The list of identified SSP teachers appears to be inappropriate for the proposed SSP as described. An excessive number of teachers may have been listed. May have included teachers for future growth of the SSP. Two teachers from the school may not have been identified. One or both of the two required teachers may not have teaching duties assigned at the SSP school site during this grant period. The SSP teacher duties may not be clearly identified. One or more identified duties may not be appropriate for the described SSP. |

Section 3: Professional Development (Continued)
2. — 14 points possible

| **OUTSTANDING (6–7 rating)** | **STRONG (4–5 rating)** | **ADEQUATE (2–3 rating)** | **INADEQUATE (0–1 rating)** |
| --- | --- | --- | --- |
| Thoroughly and clearly describes the major professional development needs of the SSP teachers that will ensure they are effectively prepared to plan, develop, and eventually implement the SSP. All of the identified needs are clearly and specifically related to the targeted area of instruction and technical skills of the SSP. It appears to the reader that all of the major professional development needs were identified. The technical skills and knowledge necessary to fulfill the requirements of the grant are clearly and thoroughly described. Planning time is identified. | Clearly describes major professional development needs of the SSP teachers that will ensure they are effectively prepared to plan, develop, and eventually implement the SSP. Most of the identified needs are clearly and specifically related to the targeted area of instruction and technical skills of the SSP. It appears to the reader that one or more major professional development needs may not have been identified. The technical skills and knowledge necessary to fulfill the requirements of the grant are clearly described. Planning time is identified. | Fundamental professional development needs are identified. Some needs may not have been thoroughly described. One or more identified needs may appear to be general in nature, applying to the common needs of a variety of SSPs or include the needs of the school/district that are not exclusive to the SSP teachers. It appears to the reader that one or more professional development needs may not have been identified. The technical skills and knowledge necessary to fulfill the fundamental requirements of the grant are identified. Planning time is identified. | Some general professional development needs are identified. The needs may not be thoroughly described. Many needs may appear to be general in nature applying to the common needs of a variety of SSP or include the needs of the school/district that are not exclusive to the SSP teachers. The needs may not adequately reflect the needs of the SSP teachers. It appears to the reader that one or more professional development needs may not have been identified. Some of the technical skills and knowledge necessary to fulfill the requirements of the grant are identified. Planning time is identified. |

Section 3: Professional Development (Continued)
3. — 14 points possible

| **OUTSTANDING (6–7 rating)** | **STRONG (4–5 rating)** | **ADEQUATE (2–3 rating)** | **INADEQUATE (0–1 rating)** |
| --- | --- | --- | --- |
| The planned professional development activities are extensive and detailed. The planned activities clearly prepare the SSPteachers to most effectively plan, develop, and eventually implement the SSP. Every identified professional development need coincides with extensive professional development activities. All of the identified activities are clearly and specifically related to the targeted area of instruction and technical skills required of the SSP teachers. The amount of planning time identified should clearly and thoroughly meet the needs of the SSP teachers. It appears to the reader that all necessary professional development needs and activities were identified and discussed.  | The planned professional development activities are clearly and thoroughly discussed.The planned activities should enable the SSPteachers to effectively plan, develop, and eventually implement the SSP. Every identified professional development need coincides with comprehensive professional development activities. All of the identified activities are clearly and specifically related to the targeted area of instruction and technical skills required of the SSP teachers. The amount of planning time identified should more than adequately meet the needs of the SSP teachers. It appears to the reader that one or more necessary professional development needs and/or activities were not identified and/or discussed. | The planned professional development activities are identified. All activities correspond to an identified need. Some details may be incomplete. The planned activities should enable the SSP teachers to effectively plan, develop, and eventually implement the SSP. Every identified professional development need coincides with professional development activities. All of the identified activities are clearly and specifically related to the targeted area of instruction and technical skills required of the SSP teachers. The amount of planning time identified should adequately meet the needs of the SSP teachers. It appears to the reader that one or more necessary professional development needs and/or activities were not identified and/or discussed. | The planned professional development activities are identified.Some details may be incomplete. It is not clear if the planned activities will enable the SSP teachers to plan, develop, and eventually implement the SSP. Some identified professional development needs may not be adequately met through the planned activities. One or more of the identified activities may not be specifically related to the targeted area of instruction and technical skills required of the SSP teachers. The amount of planning time identified may not adequately meet the needs of the SSP teachers. It appears to the reader that one or more necessary professional development needs and/or activities were not identified and/or discussed. |

Section 4: Sustainability
1. — 28 points possible

| **OUTSTANDING (6–7 rating)** | **STRONG (4–5 rating)** | **ADEQUATE (2–3 rating)** | **INADEQUATE (0–1 rating)** |
| --- | --- | --- | --- |
| Cash and in-kind support is identified and discussed which clearly ensures the continued support of all identified components and activities, including maintenance of equipment, beyond the funding period. Letters of commitment from partners, who are discussed in the narrative, are provided that clearly identify and discuss the type, level, and duration of support to be provided. Letters of commitment from the superintendentand principal are provided that identifies specific support for the proposed SSP at the LEA and site levels. The letters of commitment are referenced in this narrative section. Letters of commitment from thesuperintendent and principal specifically identify the SSP and include a dollar amount where appropriate. | Cash and in-kind support is identified and discussed which clearly ensures the continued support of all identified components and activities, including maintenance of equipment, beyond the funding period. Letters of commitment from partners, who are discussed in the narrative, are provided that clearly identify and discuss the type, level, and duration of support to be provided. A letter of commitment is provided from the site principal that clearly and thoroughly describes the types and levels of support to be provided for the proposed SSP. The letters of commitment are referenced in this narrative section. The letter of commitment from the principal specifically identifies the SSP and includes a dollar amount where appropriate. | Cash and in-kind support is identified and discussed which adequately ensures the continued support of all identified components and activities, including maintenance of equipment, beyond the funding period. Letters of commitment from partners, who are discussed in the narrative, are provided that identify and discuss the type, level, and duration of support to be provided. A letter of commitment is provided from the site principal that describes the types and levels of support to be provided for the proposed SSP. The letters of commitment are referenced in this narrative section. The letter of commitment from the principal specifically identifies the SSP and includes a dollar amount where appropriate. | A clear and thorough plan to pursue and gain cash and in-kind support is provided. Potential partners and the type of services to be provided are clearly identified. Letters/e-mails documenting the efforts to secure the necessary partners are provided in the appendix.  |

*Section 5: Formatting Requirements**1. — 21 points possible*

| **Full Compliance****(7 rating)** |  |  | **Partial Compliance****(0–6 rating)** |
| --- | --- | --- | --- |
| Application fully complies with all components identified in the *Application Format Requirements* section. The application complies with all direction provided in the application, including the directions for each form. | **(Intentionally left blank)** | **(Intentionally left blank)** | At least one component, or portion thereof, identified in the *Application Format Requirements* section was not in compliance. The application may not comply with all direction provided in the application, including the directions for each form. |

*Section 5: Submission Requirements**2. — 21 points possible*

| **Full Compliance****(7 rating)** |  |  | **Partial Compliance** **(0–6 rating)** |
| --- | --- | --- | --- |
| Application fully complies with all components identified in the *Program Application: Sections for Submission* section*.* All information on submitted forms is complete and accurate. | **(Intentionally left blank)** | **(Intentionally left blank)** | At least one component, or portion thereof, identified in the *Program Application: Sections for Submission* section was not in compliance. Some information on submitted forms may have been omitted or is not accurate. |

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