



Closure Pathway Plan Rubric for Priority Improvement and Turnaround Schools & Districts

This rubric is intended to guide school closure planning for schools and districts pursuing the closure pathway at the end of performance watch or for early action. Closure plans will include the school and district’s overall rationale for closure, the details of the closure plan, and the importance of supporting students and staff in the closure plan. Additional guidance on school closures are available on CDE’s [website](#).

Rubric Overview of Sections

<u>Closure Plan Overview</u>	<u>Transition Process</u>	<u>Family and Community Engagement</u>	<u>District Support</u>
<u>Need for Closure</u>	<u>Programming and Support</u>	<u>Communication</u>	<u>Accountability</u>
<u>Timeline for Closure</u>	<u>Student Transition</u>	<u>Family Engagement</u>	<u>District Operational Support</u>
<u>Implementation & Monitoring</u>	<u>Staff Transition</u>		

[Summary of CDE Plan Review](#)



Closure Plan Overview <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Comments
Need for Closure	Meets Expectations	Comments
<i>Plan provides a clear and compelling rationale for closure</i>	<ul style="list-style-type: none"> • Explicitly explains the rationale for school closure. Rationale could include persistent low performance, financial insolvency, low enrollment, or a combination of factors. • Includes data analysis and context that supports the rationale for closure. • Describes how school closure will support the district in achieving long-term goals. • Describes enrollment capacity at other schools and the overall impact on enrollment patterns in the district. 	
Timeline for Closure	Meets Expectations	Comments
<i>Plan provides a thorough closure timeline</i>	<ul style="list-style-type: none"> • Describes the timeframe for closure, including immediate closure (end of the current school year), one year closure (end of the subsequent school year), or multi-year phase out (phase out of the grades within the school). • Clearly describes the rationale for the timeframe for closure. 	



Implementation & Monitoring	Meets Expectations	Comments
<p><i>Includes timeline for implementation and how the district will monitor the implementation of the closure plan</i></p>	<ul style="list-style-type: none"> • Outlines a timeline for implementation, including key actions with timeframes. • Articulates key targets grounded in supporting student transition (e.g. 100% of students supported in successful transition to new setting). • Describes the key stakeholders involved in monitoring the school closure plan. 	



Transition Process		
<input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Comments
Programming and Support	Meets Expectations	Comments
<i>Plan articulates any program supports implemented to support students through the transition, including:</i> <ul style="list-style-type: none"> • <i>Student attendance and engagement</i> • <i>School culture activities incentives</i> 	<ul style="list-style-type: none"> • Describes a vision for maintaining student engagement and instructional focus during the transition. • Articulates an action plan for programming designed to support students through the transition, such as attendance incentives, school culture events, and additional support and resources to students during the instructional day. 	
Student Transition	Meets Expectations	Comments
<i>Plan articulates proposed vision for supporting student transitions</i>	<ul style="list-style-type: none"> • Describes the vision for student transition from the school. • Identifies specific student transition coordinators who will support families in ensuring students are enrolled in new schools. • Describes a timeline of activities for supporting student enrollment in another school. • Describes the infrastructure needed to track and monitor student enrollment in other schools. • Describes any priority enrollment structures to support students enrolling in another school. 	



Staff Transition	Meets Expectations	Comments
<p><i>Plan articulates how staff will be supported through the transition.</i></p>	<ul style="list-style-type: none"> • Articulates a vision for supporting staff transition to other roles in the district. Outlines the district’s capacity to manage the steps involved in closing schools. • Articulates incentives and/or priority hiring structures for staff transitioning to other schools. • Describes the role of the school’s leadership in the closure decisions and the role the leadership will play in supporting the transition. • Identifies opportunities for celebrations. 	



Family and Community Engagement <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Comments
Communication	Meets Expectations	Comments
<i>Plan clearly describes communication to ensure two-way communication among stakeholders</i>	<ul style="list-style-type: none"> • Describes the role of stakeholders in the decision-making process, including but not limited to the role of students, families, staff, district staff, and the local board. • Describes a timeline of activities to support communication among stakeholders. • Describes communication structures that will be used to communicate with stakeholders. 	
Family Engagement	Meets Expectations	Comments
<i>Plan articulates how families will be engaged in the closure process</i>	<ul style="list-style-type: none"> • Describes how district and school staff will engage with families in understanding the school closure process. • Describes how the district will coordinate with families to ensure there is a clear understanding of enrollment options. 	



Summary of CDE Plan Review

Plan Section	Overall Rating	Evidence & Rationale
Closure Plan Overview		
Transition Process		
Family and Community Engagement		
District Support		

Summary Evaluation	Overall Rationale
<input type="checkbox"/> CDE has determined that the proposed Plan meets the expectations of rigorous standards and, if implemented, can have significant, urgent, and positive impact on student learning.	
<input type="checkbox"/> CDE has determined that the proposed Plan needs substantive revisions in order to meet the expectations described above.	
<input type="checkbox"/> CDE has determined that the proposed Plan is not sufficient to meet the expectations described above.	