

CATEGORICAL PROGRAM EVALUATION

1. The Superintendent or his/her designee shall conduct annual evaluations to determine whether supplemental services provided by categorical programs are effective and supportive of the core curriculum.
2. Multi-funded students shall receive the district's core curriculum through the regularly provided base program, supplemented by categorical services for which they are eligible including funding sources from Title I, EIA (State Compensatory Education and Limited English Proficient) and School Based Coordinated Funded programs.
3. In order to ensure that categorical programs (Title I, EIA) are not of low effectiveness at schools receiving funding, annual program evaluations at each school site shall contain the following criteria as reported by the State Department of Education.
 - a. Objective measurement of basic and advanced skills on a district adopted norm-referenced test meet or exceed the minimum State criteria of a weight averaged pre/post-test increase of one (1) or more positive normal curve equivalents (NCE's).
 - b. District writing assessment with a six-scale district approved rubric.
4. The programs shall also be evaluated on the following criteria:
 - a. All categorically funded programs contribute to a coherent and coordinated curriculum for participating students as measured by one hundred percent (100%) of all identified students being included in core curriculum classes.
 - b. Graduation rates for categorically funded students are the same as for other students.
 - c. All funded students have access to and actively participate in all activities related to classes within the core curriculum.
 - d. Target students participate in extra-curricular activities at the same rate level as the general school population.
 - e. No fewer than twenty (20) percent of the schools limited-English proficient students annually are redesignated as fluent English proficient.
 - f. Twenty (20) percent or more of all students identified for categorical funding score above set levels in any one (1) year.
 - g. Identified students acquire appreciation of and pride in academic learning success with completion of all courses with final grades of C or better.
 - h. Categorical programs have enhanced the school's effectiveness in areas of need identified through the PQR-WASC process and set forth in each school plan with criteria

for evaluation established by the school advisory committee or school site council as measured through such areas as improved attendance, improving standardized test scores in reading and math, increased parent participation and/or other criteria described in individual school plans.

- i. School performance report card data has indicated target student improvement is at same rate or better as that of all other students in all categories reported.
5. Schools which have not met a majority of the criteria set forth above may be identified as operating programs of low effectiveness and be in need of program improvement and shall follow the State and Federal guidelines in order to increase program effectiveness.