

### **SUPPLEMENTAL INSTRUCTION**

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills.

The district shall offer direct, systematic, and intensive supplemental instruction for students in grades 2-9 who have been retained or recommended for retention.

The district shall offer direct, systematic, and intensive supplemental instruction for students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation.

"Sufficient progress" shall be determined based on a student's results on the state Standardized Testing and Reporting assessments, the minimum levels of proficiency recommended by the State Board of Education, student's grades and the following indicators of academic achievement, such as district benchmark assessments.

When funded by the state, the district shall offer intensive instruction and services to students who are required to pass the high school exit examination and who have failed one or both parts of the examination.

Whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more years, supplemental educational services shall be provided to eligible students from low-income families in accordance with law.

#### Optional Supplemental Programs

As funding, facilities, and staffing permit, supplemental instruction also may be offered to:

1. Students in grades 2-6 who have been identified as being at risk of retention.
2. Students in grades 2-6 who have been identified as having a deficiency in mathematics, reading, or written expression based on the results of the Standardized Testing and Reporting Program.
3. Students in grades K-12 who seek enrichment in mathematics, science, or other core academic areas designated by the Superintendent of Public Instruction.

4. Students in grades K-5 who need or desire intensive reading opportunities that meet standards for a research-based comprehensive reading program, including appropriate support to address the needs of English language learners.
5. Students in grades 6-8 who need or desire intensive opportunities to practice skills in algebra and/or pre-algebra.

In order to receive state funding for the purposes listed in items #4-5 above, the school site council shall develop and submit for the Board's approval a single plan for student achievement in accordance with law, Board policy, and administrative regulation.