

The Single Plan for Student Achievement 2018 – 2019

School: Indio High School
CDS Code: 33-67058-3333192
District: Desert Sands Unified School District
Principal: Derrick Lawson
Revision Date: May, 15, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Derrick Lawson
Position: Principal
Phone Number: 760-775-3550
Address: 81-750 Avenue 46
Indio, CA 92201
E-mail Address: derrick.lawson@desertsands.us

The District Governing Board approved this revision of the SPSA on .

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THE STORY: Briefly describe the students and community and how the school serves them.

Indio High School--home of the Rajahs- a dynamic educational community for adolescents--opened its doors for the first time in 1958 and proudly serves as a hallmark of tradition and celebration of a legacy of pride in our community. Launching our sixtieth year to welcome students, we had the wonderful opportunity to welcome 1,900 students from all across the District. We take pride in promoting a rigorous learning environment for our students and prepare them to compete and succeed in a global economy and ever-changing world.

Indio High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Our teachers use a variety of methods to keep in close contact with home, including extensive teacher Web pages, ParentVue home access for parents, conferences (phone and personal), e-mail, and newsletters. This, coupled with community and parent support, is the foundation of our dynamic learning community. Together, through our hard work, our students will be challenged to reach their potential.

Located in Indio, California, Indio High School serves the socioeconomically and ethnically diverse populations from the city of Indio and in grades 9-12. The school's fall 2017 student enrollment was 1,986, of which 94.6% are of Hispanic descent, 2.5% are white, 1.2% are African American, 0.6% Asian, and 1.3% other ethnicity or not reported. Spanish is the home language of 97.24% of the school's nearly 471 English learners. The school's unduplicated pupil percentage of 92.2%; 22.5% are English Language Learners, 92.2% are from low-income families eligible for free or reduced priced meals, less than 0.3% Foster Youth, and 13.4% are students with Individual Education Plans (IEPs).

Indio High School has programs focused on Career Technical Education, AVID, and Academic Innovations Freshmen Transition program, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is an instructional coach and an Intervention Counselor focusing on Restorative Practices and intensive social-emotional interventions, dedicated to meet the high expectations and performance goals set by our certificated and classified staff. Professional development continues to focus on implementing the ICLE Rigor Relevance Framework. We are a part of the first cohort of MTSS implementation. Identified through the 2017-18 school climate survey, the issue of respect and establishing a campus wide expectation was the greatest need. As a result, an action team was formed (Pride Squad). This will further support our work to address school climate actions in the areas of chronic absence, reduction of suspensions, and enhancement of school connectedness.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2018-19 SPSA support grades 9-12 in efforts to increase school connectedness and access to academic, behavior, and social emotional intervention support in development of our Tier 2 and 3 interventions. Strengthening the focus on PBIS as Cohort 1 will result in a reduction of suspensions as well as impact the D and F rate referenced in our WASC accreditation report.

Professional development will be expanded to include Inclusion training and providing behavioral intervention support for our Students with Disabilities population. We will continue work with the Rigor, Relevance, Learning Engagement rubrics within our PLC structures and expand PLC support, training, and release time to focus on lesson design, and analysis of assessments to refine first best instruction to address needs of our various student group populations. The maintaining of math lab support from LCAP, increased extended day support, offering of Math 1A/1B and expanded PLC training and support for our Math department staff is a key feature of our plan.

Another significant change from our prior year SPSA is a focus on A-G readiness through enhanced support from the counseling department and addition of supports in college and career guidance staff and resources.

Further, we have increased opportunities for parents to engage in their students' learning through offerings of the Parent Institute for Quality Education.

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

All subgroups with the exception of SWD made gains in closing the performance gap in Distance from 3 in both ELA and math. From 2015- 2017, "All Students" closed the math distance from 3 by 24.6 points and closed the ELA gap by 17 points. The percent of English Learners who made progress towards English proficiency grew from 63.3 in 2015 to 77.7 in 2017 and moved from orange to green on the Dashboard 5x5 grid and for the first time, exceeded the district-wide average. With the release of the fall 2017 CA Dashboard current graduation rate status, the established goal to reach 90% graduation rate for English learners was achieved. English learners gained 4.8% gain to move from Orange to Green and SED maintained Blue.

The 2017 AP School Score Summary: shows from a 3% increase in the % of total AP students with scores of 3 or greater over 2016. The AP Calculus test demonstrated growth from 38% to 52%.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Reviewing the Dashboard's Assessment Performance Results for Grade 11, in coordination with our WASC review, continues to highlight an area of high need: closing the achievement gap in mathematics and the distance from a performance level 3. While the gap had closed by 24.7 points over three years, there is a substantial gap. Actions and strategies supporting state priority 4 are needed through professional development, intervention, additional instructional and technology based resources, and the support of an academic coach.

Reviewing the Dashboard's Five-By-Five Placement Reports, there is also a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and professional development for staff for classroom management and restorative practices. The Dashboard reports a school-wide performance category for suspension at 6.8%, with student groups of Students with Disabilities and English learners at Red and socioeconomically disadvantaged at Orange. Moving forward, our PBIS tier 2 rollout will begin in 2018-19. We will continue to develop the school-wide implementation as part of Cohort 1 in the MTSS initiative.

Additionally in reviewing the College & Career Indicator Reports, Indio High has a significant gap in the percentage of students meeting "Prepared" status. This is further identified in the prior WASC report reflecting a high "D/F" rate and in our County A-G audit demonstrating a low A_G completion rate with the Class of 2016. Actions and strategies supporting state priority 4 and 7 are needed through site leadership team monitoring, professional development for teachers and counselors, and Tier 2 intervention development for at-risk students.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Indio High School strives to ensure equity for all students by closing achievement gaps between student groups and the all students group. The student group Students with Disabilities is reported in one area of the California Dashboard with performance categories two below the "all." It is additionally in red for suspensions and one level below the “all.” To address the graduation performance gap, Counselors and the Special Education Department are working on correct master schedule placement and regular monitoring of student progress. Inclusion models and strategies are a targeted area for professional development for the 2018-2019 year. To address the suspensions for student groups, additional support and resources are provided for the PBIS team to develop Tier 2 supports, having laid a foundation during our participation in the District MTSS Cohort 1 launch.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

Indio High School's unduplicated pupils include nearly 90% of our student population. Therefore actions and services detailed in the SPSA and supported through Supplemental and Concentration and Title I funds may be designed to serve all students, but are principally targeted to increase instructional and intervention support to meet the needs low income students and English learners. Such services include reduced class size during day intervention courses, English Learner Labs, extended day tutoring, Rajah Success classes for all incoming freshmen, professional development with instructional coaches, consultants and targeted conference participation. For the 2018-2019 year, the site plan will target the continued refining on the Math 1 lab support classes for pre-teaching/re-teaching, resources and time for the PBUS team to develop and expand into Tier 2 and Tier 3 supports, and include targeted support for development of both Professional Learning Communities and Inclusion models. The use of data and evidence to improve the quality of best first instruction resulting in increased student learning for all students is the norm. Strategic, focused professional development in English Language Development is provided to all teachers. Training for proficiency in the Rigor/Relevance Framework began in 2017-18 and all certificated staff participate in instructional rounds to support this implementation.

**Desert Sands Unified School District
Local Control and Accountability Plan (LCAP)
2017-2020 Goals**

LCAP Goal 1: All students will demonstrate growth as measured by federal, state and district assessments.
LCAP Goal 2: All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
LCAP Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Indio High School
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Improve the ELA performance for all student groups to close the performance gap and reduce the distance from 3.	Early Assessment Program (EAP) and Smarter Balanced Summative Assessments	-7.1	-4.0
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics Improve the mathematics performance for all student groups to close the performance gap and reduce the distance from 3.	Early Assessment Program (EAP) and Smarter Balanced Summative Assessments	-103.6	-97.0
3	Priority 4: Pupil Achievement	English Learner Progress Indicator Increase the progress of English learners toward fluency in the English language and meeting reclassification criteria and Maintain the performance level of Green or higher.	CA Dashboard Report (5x5 performance grid)	77.7	78
4	Priority 5: Pupil Engagement	Graduation Rate Indicator Increase a Graduation Rate for the Students with disabilities student group to achieve performance levels of Green (high/maintained) or higher by 2023.	CA Dashboard Report (5x5 performance grid)	82.6	83.8
5	Priority 6: School Climate	Suspension Rate Indicator Decrease the suspension rate for all student groups to achieve performance levels of Green or higher by 2023.	CA Dashboard Report (5x5 performance grid)	6.8	5.9
6	Priority 6: School Climate	Local Indicator Increase the percent of students with a sense of belonging(School	Panorama School Climate Survey	57	65

		Connectedness)			
7	Priority 7: Course Access	College/Career Indicator Increase the percent of graduates in all student groups meeting the criteria for College and/or Career "Prepared."	CA Dashboard Report	23.2	28.5

2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1,2	Students will receive instruction using standards-based State/District adopted core programs.			
A.2	1	3	All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.			
B.1	1	1,2,3	Extra duty and/or release time will be provided for certificated staff to research, collect and analyze data for the purpose of identifying and targeting instructional strategies and interventions for nonproficient students.		Supplemental/Concentration	8,250
B.2	1	3	Provide extra duty time for certificated and classified staff of Language Appraisal Team (LAT) to meet to monitor EL students' progress, evaluate students for re-classification, coordinate meetings, contact parents, and monitor students that have been reclassified.		Supplemental/Concentration	3500
B.3	1	3	Classified staff will be given extra duty time after school to provide assistance with handscoring of ELPAC testing and student placement to help meet EL		Supplemental/Concentration	1000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			subgroup TRAC goals.			
B.4	1,2	1,2,4	Provide extra duty hours for Certificated, Classified and Counselors to provide on-going monitoring for at-risk students and their parents for proper placement in academic courses.		Supplemental/Concentration	4,000
B.5	1	1,2,3,4	Provide extra duty hours for Certificated, Librarian and Instructional Coach to participate in Leadership Team and TRAC plan oversight meetings with Department Chairs and Administration.		Supplemental/Concentration	2,116
B.6	3	5,6	Provide release time and/or extra duty time for certificated and classified staff of the MTSS/PBIS team to meet, develop, and monitor year 2 components of the school-wide Tiers of Intervention support.		Supplemental/Concentration	4,000
C.1	1,2,3	1,2,3,6,7	Certificated and classified staff, and school leadership team, will attend conferences, Google conference, in-services, and workshops, including the Model Schools conference, AVID summer institute, and CAFE, PLC institute, NGSS, etc	X	Title I Supplemental/Concentration	25,000 40,000
C.2	2	1,2	Provide for an Instructional Coach, who will assist ELA, math, science, social studies, and ELD teachers in best instructional practices for the non-proficient and EL student populations through coaching, observations and feedback, lesson analysis, collaboration, modeling and reflection of best teaching practices to improve academic performance of EL and non-proficient students, including 30 minutes past the work day (.5 FTE District title I-II Funded).		Title I	8,500
C.3	1,2	1,2	Provide additional funds to release staff to participate in the Instructional Rounds process and release time for PLC support with TOSA staff, Instructional coaches, and facilitators.		Title I Supplemental/Concentration	0 6,000
C.4	1,2	1,2,3	Purchase materials, supplies, software and equipment to support the Trac & EL Instructional Coach in professional development		Supplemental/Concentration	2,500
C.5	1	1,2,3	Provide for Instructional Coaches, who will assist ELA, math, science, social studies, and ELD teachers in best instructional practices for the non-proficient populations through coaching, observations and	X	Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			feedback, lesson analysis, collaboration, modeling and reflection of best teaching practices, including 30 minutes past the work day.			
C.6	1,2	1,2	Provide funding for .75 FTE to provide support classes for students to take intervention courses in ela/math and Additional funding to support 1/7ths tor additional ELD support on opposing A/B day schedule.	X	Title I	99,609
C.7	2	1,2	Provide funding for certificated staff or guest teachers for core content collaboration, to develop curriculum, to develop support programs/systems, and/or "Common Core" lessons, to assist students to meet/exceed standards.	X	Title I Supplemental/Concentration	0 8,250
C.8	1,2	1,2	Use Institutional Memberships & Subscriptions to staff journals for professional development to enhance instructional expertise from national organizations for core content areas, middle school association, staff development, and technology organizations." (National Council of Social Studies,National Council of Teachers of English, National Science Teacher Assoc., National Council of Teachers of Mathematics, Calif. Assoc. of Gifted, National Staff Development Council, California League of Schools)		Supplemental/Concentration	1,500
C.9	1,2,3	1,2,3,4	Provide professional development, (including conferences, release days, and in house training days) and consultant fees for meeting the needs of sub group populations.		Supplemental/Concentration	5,800
C.10	1	1,2,3,4	Provide funding for 1/7ths to add additional intervention class sections and an additional ELD support for long term English Learners not yet reclassifying for within day intervention support. (Partial funding from LCAP for Math 1 and from from High School Supplemental Instructional Support Fund)	X	Title I	0
D.1	1	3	Provide para-educator to support ELs in ELD, Sheltered ELA, Math, Science, Social Studies.		Title I Supplemental/Concentration	0 87,122
D.2	1	3	Release time will be provided to certificated staff or guest teachers to prepare EL students, through small group instruction prior to the start of the school year		Title I Supplemental/Concentration	0 9,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			and during the school day to improve language acquisition and academic achievement to reach TRAC goals for EL students.			
D.3	1,2	3	Extra Duty pay to develop and provide related instructional materials and planning to assist students in mastering Common Core State Standards and meeting English Proficiency.		Title I Supplemental/Concentration	0 4,000
D.4	1,2,3	1,3	Provide a Office Technician to help with parent oral notifications, to monitor EL paperwork and program monitoring, to help maintain at-risk student databases, and to monitor at-risk student progress.		Title I Supplemental/Concentration	74,178 0
D.5	2	4,6,7	Provide extra duty for counselors, certificated and classified staff to make contact with non-proficient students, to run and organize workshops to raise A-G awareness, assist students/parents complete college admission, scholarship and financial aid applications and fees.		Title I Supplemental/Concentration	0 8,000
D.6	1,2,3	5,6	Provide an intervention specialist(s) who will use research-based intervention strategies and materials while working with small groups of students performing below proficiency in ELA, math, social studies and science.		Supplemental/Concentration	28,500
D.7	1,2,3	1,2,3,4	Purchase materials, supplies, software, equipment and other instructional accommodations (cost of duplication and printing services) including but not limited to ELA intervention materials, Math support materials) to be used to support students in reaching academic proficiency in core courses and to support on-time graduation from high school. Assessment materials such as PSAT for Grade 11 above fee waiver costs will be included.	X	Title I Supplemental/Concentration	3,000 30,094
D.8	1,2	1,2,4	Provide extra duty and supplies for teachers through an extended day to tutor, meet, and monitor non-proficient students. Students will be identified to the specific subject area of need.	X	Title I Supplemental/Concentration	5,492 22,500
D.9	1,2	1, 2	Provide funding to target support for the Freshmen Transition Program to include: Lead teacher extra duty, materials and curriculum support, and additional sections of Freshmen Seminar for non-proficient		Supplemental/Concentration	18,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			students within the master schedule.			
D.10	1,2,3	3	Provide for a Community Technician Bilingual to assist at-risk students and their families with resources to be successful in closing the achievement gap.	X	Title I Supplemental/Concentration	0 0
D.11	1,3	5,6	Provide for a Multi Tiered Systems of Intervention Counselor to afford above and beyond services for targeted students addressing Alternatives to Suspension and Academic, Social emotional tier 2 supports.		Title I	149,019
D.12	1,2	1,2	Purchase additional library books, makerspace, and instructional materials.	X	Title I Supplemental/Concentration	0 8,000
D.13	1	1,2,7	Purchase additional computers/chromebooks and tech equipment for students access to researched based software and netware. This will provide additional practice and support to increase student achievement in core subjects. A Makerspace area will be launched in the 21st Century media center.	X	Supplemental/Concentration	5,000
D.14	1	1,2,6	Purchase Binder Reminders, Cornell Note printing, and materials for student organization and TRAC focus and AVID Binders for all Freshmen.		Supplemental/Concentration	10,000
D.15	1	1,2,6	Extended opportunities to connect AT-Risk learners to school such as CSF, NHS, Debate Team, Robotics Team, World Quest, Model UN, Mock Trial, History Day, Math Field Day, Speech/Forensics team,etc.; to maintain proficiency in ELA and Math. Included : College campus visits and busing for EL and SpEd students to COD, UCR, CSUSB to support College and Career Readiness goals.(Extra duty, Team Fees, Transportation)	X	Supplemental/Concentration	5,000
D.16	2	4,6,7	Provide for a Career Guidance Specialist to provide guidance and assistance to students in the areas of education/career planning and school-to-college/career planning and with students, parents, teachers, counselors and the community to provide and communicate the career planning opportunities.	X	Title I	95,000
D.17	1	1,2	Subscription to Vocabulary.com and online instructional support media (Peardeck, desmos, ALEKS.com) enhance instruction in all curricular areas.		Title I Supplemental/Concentration	8,000 2,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
E.1	1,2,3	1,2,3,4	Provide postage and copying for parent communication, and materials to support parents and students in reaching proficiency.		Title I	5,000
E.2	1,2,3	1,2,3,4	Extra duty pay for certificated and/or classified staff to assist with oral translations, Annual Title I meeting, Report Card Distribution Night, and other community outreach events to communicate with and educate parents in strategies to support and improve the achievement of at-risk and EL students.		Supplemental/Concentration	4,000
E.3	3	3,4	Educate Parents on the importance of being an 'Education Parent' through implementation of Parent Workshops and other programs and publication, distribution and translations for Parent Newsletters and necessary materials to do so, including consultant agreement with PIQE.		Title I Supplemental/Concentration	15,000 2,500
E.4	3	1,2,3,4	Extra duty pay for interpretation and oral translations and/or assistance with Back to School Night, Report Card Distribution, SSC, ELAC, SST, meetings with Spanish speaking parents of English Learners and/or community members.		Title I	2,000
E.5	1,2,3	1,2,3	Provide childcare and refreshments, and incentives such as a dance ticket or yearbook and other school functions from ASB in drawing for parent meetings to increase participation.		Title I Supplemental/Concentration	0 1,000
F.1	3	6	Provide lanyards, pockets, and identification cards to all students AND parent volunteers on campus for site security and include health alerts on the back.		Supplemental/Concentration	3000
F.2	3	5,6	Support Synergy system for attendance, tardy, and on campus safety monitoring and provide cards and ribbon supplies and maintenance agreement for the equipment.		Supplemental/Concentration	0
F.3	3	6	Provide resources for addressing student connectedness to school and safety. (Speakers, Assemblies to bullying and harassment prevention, Teen Truth, ADL presentations, social-emotional resources, Safe and Drug Free school precention, addressing chronic absenteeism, etc)	X	Supplemental/Concentration	4,000
G.1	1,2,3	1,2,3,4	Provide funding for acknowledgement and promoting		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			student achievement including rewards, but not limited to (books, pencils, games, food, ribbons, medals, certificates, T-shirts), guest speakers, A-G promotion, Cords/stoles for academic achievement, and Honors Dessert Costs for students and family for senior recognition, etc.		Supplemental/Concentration	10,000
G.4						

Indio High School District Support 2018-19

Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

Indio High School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	348,632.00	0.00
Title I	489,798.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	348,632.00