

The Single Plan for Student Achievement 2018 – 2019

School: John F. Kennedy Elementary School

CDS Code: 33-67058-6031975

District: Desert Sands Unified School District

Principal: Patricia Rice

Revision Date:

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:

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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.

John F. Kennedy Math and Science Magnet School promotes individual academic success for every student and provides opportunities for success by creating inquiry-based learning environments. It is our goal to provide our future workforce with the necessary skills to obtain careers in science, technology, engineering, and mathematics. As a schoolwide Title I school all students receive a standards-based, challenging curriculum by dedicated professional staff. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Our funding focuses on continual evaluation of student progress and achievement. This helps us refine the instructional program so students can achieve academic proficiency. Staff and parents work together to create a learning environment that promotes academic and social development. Students will learn in an environment that teaches responsibility and seeks to develop learning and leadership as a lifelong adventure. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement. We have made a commitment to provide the best educational program possible for John F. Kennedy Elementary Math and Science Magnet School. Together, through hard work and a commitment to succeed, our students will be challenged to reach their maximum potential.

"Children are the world's most valuable resource and its best hope for the future."

John F. Kennedy, 1963

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

At Kennedy Elementary we are focusing on student success through academic support and MTSS/PBIS support. We are implementing our MTSS plan this year which includes expectation matrices, three core values and a Multi Tiered System of Supports (MTSS). With the support of our consultant from Collaborative Solutions, our instructional coach and specialists our goal is to provide targeted interventions and or enrichment during the day to all of our students. We will include a Jumpstart Program in August for 3rd, 4th, and 5th grade students in reading, writing and math to get them prepared for the new school year.

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

Kennedy Elementary is very proud of our in Language Arts and Mathematics. On the California Dashboard we increased our ELA performance by 11.6 points and English Learner achievement increased by 3.3%. Moving that group up to 71% and in the medium/green status. Our focus on providing targeted interventions and language support during and after school helped increase achievement. We also looked at how we implemented CAASPP testing. We reorganized our testing into smaller segments to allow students ample time to focus on questions and give them think time to process answers which showed in our results to be successful.

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

Our students with disabilities, although increased significantly last year, is still far below Level 3 by 141 points. Using the MTSS model for next year we will be able to utilize every teacher and support specialist during our intervention time. This will include our students with disabilities. Through the identification and targeted support provided during the day, all students will have access. Using the DII model and Dreambox program teachers will model and monitor student growth in math. Small groups interventions will be provided for students not a grade level in reading and math. Working with our attendance facilitator we will monitor attendance and provide monthly incentives for 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

Kennedy Elementary does not have any student group two or more levels below "all students." But we will continue our focus on specific targeted instruction and interventions for students. There are gaps in learning in all of our student groups and our Multi Tiered System of Supports for next year will focus on filling in those gaps. Through MTSS we will be proving a blocked intervention time in which all teachers will have a specific group of students with targeted needs. Also through MTSS we have created a positive behavior matrix which will be implemented in August. Through this matrix staff, students, and parents will reinforce positive behaviors in different areas of the school. Staff and students will receive recognition for following the expectations through rewards, prizes, and other incentives.

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.

Kennedy will focus on providing increased interventions and behavior support through MTSS matrix, which includes multi tiered interventions, blocks of intervention time, and a positive expectation matrix. The MTSS model will support all students including low socio economic, EL, migrant, and foster youth. With support of behavior our students including low SES, EL, and others will be able to focus more on academics. Teachers will also have less redirect or discipline in classrooms and more instructional time which will support achievement growth. Along with targeted interventions our school qualifies for 100% free and reduced lunch through the community eligibility program. All students will receive a free breakfast lunch, and ASES dinner. We also will implement a second chance breakfast for all students. This will support healthy food/diets and nutrition which all supports academic achievement.

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

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|---|
| 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. |

**John F. Kennedy Elementary 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 Mathematics | CAASPP and District Benchmarks | Low status 59.4 points below Level 3 | Decrease distance from Level 3 to 55 points |
| 2 | Priority 4: Pupil Achievement | Academic Indicator English Language Arts | CAASPP and District Benchmarks | Low status 44.6 points below Level 3 | Decrease distance from Level 3 to 40 points |
| 3 | Priority 6: School Climate | Suspension Rate Indicator | Citations, Referrals, Suspension data | 3.8 | 3.0 |

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 | Students will receive instruction using standards-based State/District adopted core programs. | | Title I | 0.00 |
| A.2 | 1 | 2 | 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. | | Supplemental/Concentration | |
| B.1 | 1 | 1 | Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English development and mathematics subject area during weekly Professional Learning Community dedicated time. | | Title I Supplemental/Concentration | 0 0 |
| B.2 | 1 | 1 | Provide extra duty or guest teachers for classroom teachers to test students and monitor academic progress. | | Title I Supplemental/Concentration | 1000 |
| B.3 | 4 | 1 | IO Education will be used by all staff to analyze and monitor student progress. (District) | | Title I Supplemental/Concentration | 0 0 |
| B.4 | 1 | 1 | Provide continued support of district benchmark | | Title I | 0 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|---------------------------------------|-------------|
| | | | assessments and other common assessments (formative, summative and culminating tasks) to monitor achievement throughout the year. (District) | | Supplemental/Concentration | 0 |
| B.5 | 1 | 1 | Provide extra duty hours and/or release time to TRAC team to support collaboration with the principal, coaches, and to guide their grade level planning and monitoring of student achievement in language arts and math. Additionally, TRAC leads will support, guide and lead grade level teachers to a better understanding of Direct Interactive Instruction. Includes walkthrus and de-briefing analysis to monitor and enhance DII implementation. | | Title I Supplemental/Concentration | 2000 0 |
| B.6 | 1 | 1 | Provide release time each trimester for grade level data analysis, monitoring of student goals, and to plan for instruction/intervention/data days. | | Title I Supplemental/Concentration | 6000 |
| B.7 | 1 | 1 | Provide extra duty time and/or release time for staff to monitor EL students' progress, evaluate students for reclassification, scoring and assessment, placement of students, and monitor/follow-up of reclassified students' progress. | X | Title I Supplemental/Concentration | 0 1500 |
| B.8 | 4 | 1 | Provide funding to purchase technology and other materials (i.e. chromebooks/computers, printers) to support data monitoring and assessments. | X | Title I Supplemental/Concentration | 2500 200 |
| B.9 | 1 | 1 | Site leadership team will participate in District TRAC process to analyze student data (District funded). | | Title I Supplemental/Concentration | 0 0 |
| B.10 | | | | | Title I Supplemental/Concentration | 0 0 |
| C.1 | 1 | 1 | Fund guest teacher/extra duty for professional development in the effective use of Thinking Maps, Dreambox, Benchmark Advanced, Singapore Math strategies, and Lexia for certificated staff . | X | Title I Supplemental/Concentration | 1000 0 |
| C.2 | 1 | 1 | All core classroom teachers are appropriately assigned and fully credentialed. | | Title I Supplemental/Concentration | 0 0 |
| C.3 | 1 | 1 | Instructional Coach to provide instructional assistance (modeled lessons using Direct Interactive Instruction) | | Title I | 11000 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|---------------------------------------|--------------|
| | | | in the classroom to support full implementation of the core instructional programs and monitoring ELA, math and writing; overseeing the collection, analysis and use of data to improve teaching and learning; facilitating PLC meetings; effective instructional strategies, classroom management; and supporting individuals and teams with cognitive planning of ELA, ELD and mathematics instruction, Coach to provide support with data monitoring and placement of students. Coach will guide Collaborative Teams; provide professional development in ELA/ELD/Math (50% District funded/Title I, II, and III; 50% District funded S/C; extra duty site). | | Supplemental/Concentration | 0 |
| C.4 | 1 | 1 | Instructional coach to provide instructional assistance in ELD and core content areas, providing modeling and training in (DII, SDAIE), model effective instruction & lesson design, assist with planning in the use of Benchmark Advance EL support manual, academic vocabulary, reading comprehension, building background knowledge and other needs of ELD and core content teachers working with EL students. | | Supplemental/Concentration | 0 |
| C.5 | 1 | 1 | Provide professional development through paid buy back day, release time, extra-hourly pay, conference attendance and necessary materials in research-based strategies such as ELA, MATH, Direct Interactive Instruction, Thinking Maps, Singapore Math, Standards-aligned instruction, Data Analysis, ELD, LEXIA, MTSS, Professional Learning Communities, Kagan Cooperative Learning and Model Schools Conferences. | X | Title I Supplemental/Concentration | 6592 2000 |
| C.6 | 1 | 1 | Provide materials, such as research-based books/training kits for ELA, Math and ELD, effective classroom strategies, building vocabulary/fluency, etc. to staff to enhance professional development. | X | Title I Supplemental/Concentration | 1,000 0 |
| C.7 | 1 | 1 | Provide professional development to support ELD instruction (Integrated and Designated) and content delivery (Access to Core) for English Learners through release time, extra duty, conference fees. | X | Title I Supplemental/Concentration | 1500 |
| C.8 | 1 | 1 | Provide training to staff in the administration and to | | Title I | 0 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|---------------------------------------|-----------|
| | | | hand-score the assessments and use results to place English Learner students in appropriate classes, identify students needing intervention, and monitor academic progress. | | Supplemental/Concentration | 0 |
| C.9 | 1 | 1 | Provide professional development research-based materials/books/training kits, such as Student Trauma Training /High Performing Schools, Step by Step Model Drawing, Singapore Math, Lexia. to enhance teacher expertise in using effective instructional strategies with English learners and At Risk Students. | X | Title I Supplemental/Concentration | 2500 0 |
| C.10 | 1 | 1 | Release time for visitations by staff to observe exemplary classrooms with similar demographics of English Learners and at risk students with the intent of learning what programs and instructional strategies they have implemented to make significant growth in student achievement and duplicate these as feasible.(guest teachers) | | Title I Supplemental/Concentration | 0 500 |
| C.11 | 1 | 1 | Provide training and related materials in research-based Intervention Programs for English Learners, to enable ELs to meet or exceed proficiency targets. | X | Title I | 500 |
| C.12 | 1 | 1 | Provide opportunities/ release time for special education staff to analyze benchmark and standardized data for RSP and SDC students.(guest teachers) | X | Title I Supplemental/Concentration | 0 500 |
| C.13 | 1 | 1 | Instructional staff will receive additional support from the Educational services division to enhance English Learner academic success through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the outside consultants (District Title III funds). | | Title I Supplemental/Concentration | 0 0 |
| C.14 | 1 | 1 | Collaborative teams will meet weekly by grade level or program level around curriculum -embedded assessment data, issues of data review, instructional planning and lesson delivery. | | Title I Supplemental/Concentration | 0 0 |
| C.15 | 1 | 1 | Participation in TRAC meetings and district professional development to support effective collaboration, data analysis, use of protocols, etc. to increase student achievement (District Title I, II). | | Title I Supplemental/Concentration | 0 0 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|--|--------------|---------------------------------------|--------------|
| D.1 | 1 | 3 | Provide for a bilingual school counselor to provide 1:1 and small group counseling to improve academic achievement as well as extra duty to build home school relationships and support through SSTs and 504's, (.5 District funds) | | Title I | 47000.00 |
| D.2 | 1 | 1 | Purchase additional research-based supplemental materials (English In a Flash) to support explicit ELD instruction and access to core content for the English learner. | X | Title I Supplemental/Concentration | 0 2000 |
| D.3 | 4 | 1 | Purchase additional technology (LFD, chromebooks, projectors, ELMOs) and research-based materials to provide access to and enhance standards-based curriculum for at risk students and English Learners (Leveled Readers, Write to Learn, Lexia, Waterford, Language for Learning, etc.) Materials to be used within the school day, as well as for before/after school interventions. | X | Supplemental/Concentration | 16000 |
| D.4 | 1 | 1 | Fund personnel to provide research-based intervention/tutoring before-after and during school in ELA & Math for grades K-5. | X | Title I Supplemental/Concentration | 10252 0 |
| D.5 | 1 | 1 | Fund extra-duty pay to provide research-based intervention/tutoring before-after and during school for identified English Learner students in ELD. | | Supplemental/Concentration | 2000 |
| D.6 | 1 | 1 | Provide certificated specialist to focus on writing with an emphasis on science; incorporating hands-on activities, experiments and explorations through research, written responses and reports. | X | Supplemental/Concentration | 34000 |
| D.7 | 1 | 1 | Provide funding for duplication of research-based materials that supplement core content. | X | Title I Supplemental/Concentration | 2000 0 |
| D.8 | 1 | 1 | Provide organizational tools for students, such as Homework Folders & Student Planners, to enhance home-school communication as well as study tools. | | Title I Supplemental/Concentration | 1500 0 |
| D.9 | 1 | 1 | Provide students with before/during and after school enrichment/achievement opportunities including cost of coaches and materials needed for their participation in these educational opportunities. For example: Battle of the Books, Math Field Day, Robotics, Friday Night | X | Title I Supplemental/Concentration | 9100 1000 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|---------------------------------------|------------|
| | | | Live and other programs. | | | |
| D.10 | 1 | 1 | Utilize RCOE TRAC consultant to support ongoing schoolwide program improvement efforts. (District funded) | | Title I Supplemental/Concentration | 0 0 |
| D.11 | 1 | 1 | Provide guest teachers/extra duty for small group instruction on essential standards to enhance the testing environment, including CAASSP coordination and support | X | Title I Supplemental/Concentration | 3200 0 |
| E.1 | 3 | 1 | Release time/extra duty for teachers to attend Student Study Team Meetings. This includes release time for SST team and for individual teachers to attend for the at-risk student. | X | Title I Supplemental/Concentration | 5000 0 |
| E.2 | 3 | 1 | Bilingual Attendance/Health technician will provide outreach and follow up with attendance, health issues, parent education, oral translations.(District Funded) | | | |
| E.3 | 3 | 1 | Bilingual Clerk to provide community outreach in Spanish to parents of at risk students in need of academic, social and behavioral support. This will include parent education and teacher/SST oral translation, as well as, scoring and assessment, student placement, and help with parent outreach to increase parent participation. | X | Title I Supplemental/Concentration | 0 43928 |
| E.4 | 1 | 1 | Bilingual Clerk to provide community outreach in Spanish to parents of at English Learners in need of academic, social and behavioral support. This will include parent education and teacher/SST oral translation, assessment, student placement, and help with parent outreach to increase parent participation. | X | Title I Supplemental/Concentration | 5000 0 |
| E.5 | 1 | 3 | Provide resources to enhance general safety and learning environment (i.e. parking lot safety, coordination of Disaster Prep and materials, provide leadership of instructional activities/extra duty). | | Title I Supplemental/Concentration | 0 2000 |
| E.6 | 3 | 1 | Provide service/clerical support and materials (translations, parent workshops, literacy nights, PIQE) to support parent involvement and education of parents of English learners. | | Title I Supplemental/Concentration | 2500 |
| E.7 | 3 | 1 | Provide opportunities for parents to attend conferences, i.e. CABE. | X | Supplemental/Concentration | 2000 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|---------------------------------------|-----------|
| E.8 | 3 | 3 | Provide extra duty to enhance home/school community communication through School Web Page. | | Title I Supplemental/Concentration | 0 250 |
| E.9 | 3 | 1 | Provide food, materials, personnel salaries/extra hours/fees, child care, and resources to increase Parent Education (PIQE) and involvement opportunities for parent of English Learners. | X | Title I Supplemental/Concentration | 0 1500 |
| G.1 | 2 | 1 | Purchase instructional materials and incentives to recognize and motivate student and staff successes, and to support character education/counseling/positive schoolwide discipline program. (MTSS, PBIS) | X | Title I Supplemental/Concentration | 1400 0 |
| G.2 | 1 | 3 | Utilize Prep Teachers (PE, Science & Positive Action) to provide additional academic instruction and support to students (i.e Writing program, UA time, Science instruction). | X | Title I Supplemental/Concentration | 0 0 |
| G.3 | 1 | 1 | Provide instructional resources, including graphic costs for duplication and purchase of research-based materials, such as leveled readers, chart racks, pocket charts, technological tools to support research-based early literacy program (Waterford), reference materials, and necessary organizational materials to support use of research-based programs in Language Arts and Math. | X | Title I Supplemental/Concentration | 6000 |
| G.4 | 1 | 1 | Provide instructional resources for English Learners, including graphic costs for duplication and purchase of research-based materials, such as leveled readers, chart racks, pocket charts, technological tools to support research-based early literacy program, reference materials, and necessary organizational materials to support use of research-based programs in Language Arts and Math. | X | Title I Supplemental/Concentration | 0 0 |
| G.5 | 4 | 1 | Provide funding to support technology and library/media resources, such as Write to Learn and AR licenses, library materials & books, additional hardware and software to support the instructional program and standards-aligned curricula. | X | Title I Supplemental/Concentration | 10976 |
| G.6 | 4 | 1 | Provide funding for English Learners to support technology and library/media resources, such as Write | X | Title I | 0 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|---------------------------------------|------------|
| | | | to Learn and AR licenses, library materials & books, additional hardware and software to support the instructional program and standards-aligned curricula. | | Supplemental/Concentration | 0 |
| G.7 | 1 | 1 | Provide enrichment assemblies/performances connected to core curriculum & to enhance student academic success. | | Title I Supplemental/Concentration | 0 500 |
| G.8 | 2 | 3 | Provide certificated specialist to implement a character education/counseling/positive school wide discipline program to increase academic achievement. | X | Title I Supplemental/Concentration | 0 28000 |
| G.9 | 1 | 1 | Extra hour Library Media Tech to provide support for those students not proficient in ELA (A.R. T- guide students in appropriate selection of books-Battle of the Books support) | | Title I Supplemental/Concentration | 0 8500 |
| G.10 | 1 | 1 | Provide opportunities for at risk students including transportation to increase academic achievement in extra curricular activities. | | Title I Supplemental/Concentration | 1500 0 |
| G.11 | 1 | 3 | Provide Attendance Recovery opportunities and motivational items to increase PBIS support and schoolwide attendance through Saturday School to improve student achievement. | X | Title I Supplemental/Concentration | 0 1464 |
| G.12 | 1 | 1 | Provide enrichment education to students in areas of music, dance, sports, art, McCallum, Indio Performing Arts, Choir and other. This will support development of students multiple intelligences. | X | Supplemental/Concentration | 9200 |

John F. Kennedy Elementary 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.

John F. Kennedy Elementary School: Funding Summary

| Total Allocations by Program | | |
|------------------------------|------------|------------------------------------|
| Program | Allocation | Balance (Allocations-Expenditures) |
| Supplemental/Concentration | 157,042.00 | 0.00 |
| Title I | 141,020.00 | 0.00 |

| Total Expenditures by Program | |
|-------------------------------|--------------------|
| Program | Total Expenditures |
| Supplemental/Concentration | 157,042.00 |
| Title I | 141,020.00 |