



Twin Rivers Unified School District Hillsdale Elementary School

6469 Guthrie Way, North Highlands, CA 95660

(916) 566-1860

2007-08 School Accountability Report Card

Dr. Julie Struckmeyer
Principal



3200 Howard St.
Bldg #354,
McClellan, CA
95652
(916) 566-1600

Board of Trustees

Janis Green

Michelle Rivas

Alecia Eugene Chasten

Bob Bastian

Cortez Quinn

Roger Westrup

Linda Fowler

Frank Porter
Superintendent

School Mission Statement

Hillsdale School reaffirms that our community's most valuable resource is its children, therefore, our purpose is to create an atmosphere which affords all children an opportunity to reach their maximum potential.

Our goal is to provide a quality educational program. We welcome you and encourage your participation in all aspects of the school. We can be most effective by working together. Your efforts and interest in your child's education make an important difference.

District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Hillsdale Elementary School had a beginning enrollment of 361 students in grades kindergarten through six for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	17.7%
American Indian	0.8%
Asian	4.4%
Caucasian	46.8%
Filipino	4.2%
Hispanic or Latino	25.2%
Pacific Islander	0.8%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Hillsdale Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Our discipline policy and practices are spelled out to the students and their parents. Each family receives a student behavior handbook. These are discussed and reviewed with the students during the first few weeks of school. The student handbook is also reviewed with parents during "back-to-school" night. Periodically throughout the year, all teachers review and re-teach school and classroom rules and expectations. The emphasis on revisiting the rules results in very few discipline problems because students know what is expected of them.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	Suspensions & Expulsions		
	School		
	05-06	06-07	07-08
Suspensions	21	39	47
Suspension Rate	5.2%	9.5%	13.0%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Hillsdale Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	61	62	55
1st	58	60	44
2nd	57	61	52
3rd	58	54	56
4th	54	53	51
5th	58	59	51
6th	59	62	52

Class Size

Hillsdale Elementary School maintained a schoolwide average class size of 22.4 students and a pupil-to-teacher ratio of 21.2 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	18	21	18	2	1	3	2	2	-	-	-	-
1	19	20	22	4	4	-	-	-	3	-	-	-
2	19	20	17	3	2	2	-	1	-	-	-	-
3	16	18	19	3	3	3	-	-	-	-	-	-
4	27	26	26	-	-	-	2	2	2	-	-	-
5	29	30	26	-	-	-	2	2	2	-	-	-
6	30	31	26	-	-	-	2	2	2	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Hillsdale Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2005-06	2006-07	2007-08
K	50%	33%	100%
1	100%	100%	0%
2	100%	67%	100%
3	100%	100%	100%

Curriculum Development

All curriculum development at Hillsdale Elementary School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Houghton Mifflin	2004	Yes	0.0%
K-6	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-6	History/ Social Science	Scott Foresman/ Prentice Hall	2007	Yes	0.0%
K-6	Mathematics	Scott Foresman	2002	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%

Library & Computer Resources

All classrooms have at least two computers that are connected to the Internet. Hillsdale Elementary School also has a library media center with four computers available for student use. There is also a laptop cart with 15 computers available for teacher check out. The library media center is staffed by a part-time Library Clerk. The library media center provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library media center on a weekly basis with their classes and are encouraged to visit before and at lunch. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	101	71	95
Students per computer	4.0	5.8	3.8
Classrooms connected to Internet	26	26	28

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Counseling & Support Staff

In addition to academics, the staff at Hillsdale Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Hillsdale Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Instructional Coach	1	1.0
Library Clerk	1	0.7
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist	1	1.0
Speech and Language Specialist	1	0.5

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs a full-time RSP teacher who provides instruction within the general education classroom and through pull-out groups.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental instruction.

Parent & Community Involvement

Our 10-member parent/staff site council is responsible for assisting in the writing and approval of the school's yearly plan and budget. We also have an English Learner Advisory Committee that provides direction in teaching students whose first language is one other than English. Our PTA is a vigorous group of parents. They are dedicated to enriching the learning experiences of our students and in supporting our teachers in meeting that end. The school is greatly indebted and appreciative of all that our parents do for this school. Parents are invited to attend Back to School Night, Open House, and other school functions.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Hillsdale Elementary at 566-1860.

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Physical Fitness

In the spring of each year, Hillsdale Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year, 27.3% of fifth grade students were in the HFZ.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts															Math															Science		
	2			3			4			5			6			2			3			4			5			6			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																																	
School	42	49	39	40	20	31	26	49	36	40	40	45	35	49	34	58	50	56	59	44	46	60	58	60	61	49	61	41	47	38	34	53	53
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46
Males																																	
School	24	43	39	38	11	26	21	40	28	44	29	39	40	53	27	52	52	68	59	39	48	61	57	52	72	38	61	47	50	33	44	44	55
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48
Females																																	
School	57	55	38	42	30	37	35	60	42	35	57	52	30	43	47	63	48	42	58	48	44	60	60	69	46	67	60	33	43	47	23	67	52
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45
Socioeconomically Disadvantaged																																	
School	28	46	29	42	10	27	13	46	29	35	28	43	36	53	23	51	46	46	56	40	44	52	59	53	54	44	59	39	53	26	30	38	48
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32
African American																																	
School	*	23	*	*	*	14	*	*	45	*	*	25	*	*	*	*	31	*	*	*	29	*	*	36	*	*	50	*	*	*	*	*	50
State	38	39	39	27	27	28	37	39	43	30	32	35	29	29	33	44	44	44	41	42	46	38	41	46	31	32	36	23	24	26	18	22	33
Hispanic or Latino																																	
School	44	73	38	45	16	33	36	42	33	23	46	*	45	36	*	56	42	46	55	26	25	64	33	67	38	54	*	27	43	*	31	46	*
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32
Caucasian																																	
School	38	52	29	41	25	42	30	52	32	45	46	48	31	55	38	58	58	57	56	63	58	78	62	63	70	58	74	48	48	42	33	62	58
State	65	66	64	55	56	57	69	71	74	63	64	67	61	61	66	74	74	74	73	72	74	68	70	74	64	63	65	58	58	60	52	58	68
English Learners																																	
School	26	55	29	17	7	36	9	17	38	14	*	30	13	*	*	58	55	59	58	64	50	73	50	69	43	*	70	27	*	*	0	*	40
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Federal Intervention Programs

	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2008-09)	-
# of Schools Currently in PI	-
% of Schools Identified for PI	-

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Adequate Yearly Progress (AYP)		
Met Overall AYP	School	
	Yes	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
API School Rate	Yes	
Graduation Rate	N/A	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	5	5	
Similar Schools Rank	10	7	8	
All Students				
Actual Growth	-6	16	-15	752
Socioeconomically Disadvantaged				
Actual Growth	-3	25	-30	724
Hispanic or Latino				
Actual Growth	56	4	-37	710
Caucasian				
Actual Growth	-34	35	-19	771
English Learners				
Actual Growth	-25	50	-20	765

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Hillsdale Elementary School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher Credential Status			
	School		
	05-06	06-07	07-08
Fully Credentialed	22	21	20
Without Full Credentials	0	0	0
Working Outside Subject	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Hillsdale Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Ken Gammalgard. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students needs and the school plan complies with district goals. Opportunities for leadership includes:

- School Site Council
- ELAC
- PTA
- School Leadership Team

School Facilities & Safety

The current facilities were built in 1961. There are 17 classrooms, a multipurpose room, a library/media center, a staff lounge, and two playgrounds. The school was completely renovated in the summer of 2008.

School safety is a primary concern of Hillsdale Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals. In recent years we have increased playground supervision, which has reduced the student to supervisory ratio on the yard. Our school can readily dispatch law enforcement through our district's Safe School Policy Officer Program. The safety plan was updated and reviewed with staff in October 2008.

The table shows the results of the most recent school facilities inspection (as of March 2009). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition.

NCLB Compliant Teachers

School	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	100.0%	0.0%

School Facility Conditions

Date of Last Inspection: 03/17/2009

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Room 28 Bldg P - West exit door sticks.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Girls RR Bldg L - Hole in wall. Boys RR Bldg L - Rusted partitions.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds				Not Evaluated
Overall Cleanliness	X			

A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of latrines are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving and floor systems. For the 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements). **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Average Teacher Salaries	
School	
School	\$56,277
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	11.32%

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Based on 2006-07 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,543
From Restricted Sources	\$799
From Unrestricted Sources	\$4,743
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	10.51%

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Title I
- School and Library Improvement Block Grant
- High Priority School Grant
- After-School Intervention
- English Language Resource Program
- Discretionary Block Grant
- Charter School Fund
- Comprehensive Student Support
- Medi-Cal
- Targeted Instruction Improvement Block Grant
- Gifted and Talented Education
- EIA-LEP
- School Counselor Program
- Parent Outreach Workers
- Parent Involvement
- State Compensatory Education
- Quality Education Investment Act
- Healthy Start
- SIP
- Head Start
- EIA-SCE
- State Lottery
- PE Block Grant
- Neil Soto Grant
- Title IV
- ELAP
- Reading First

