



Darryl Hawthorne,
Principal
Darryl.Hawthorne@
twinriversusd.org



5115 Dudley Blvd.
McClellan, CA
95652
(916) 566-1600

Steven Martinez, Ed.D.
Superintendent
Steve.Martinez@
twinriversusd.org

Board of Trustees

Linda Fowler, J.D.,
President

Michelle Rivas,
Vice President

Sonja Cameron,
Clerk

Michael Baker

Bob Bastian

Walter Garcia
Kawamoto, Ph.D.

Rebecca Sandoval

Members

www.twinriversusd.org

Twin Rivers Unified School District Miles P. Richmond School

CDS Code: 34-76505-6069736

4330 Keema Avenue, North Highlands, CA 95660
(916) 566-3495

2014-15 School Accountability Report Card Published in 2015-16 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Welcome to a new school year at Miles P. Richmond (MPR). The administration, teachers and staff are looking forward to working with you as we prepare all our students for the expectations of high school and higher education. At Miles P. Richmond, we challenge each of our students to reach their full potential with our quality educational program while ensuring their Individualized Education Programs (IEPs) are followed.

As a staff, we are exploring and sharing instructional strategies that will enhance our curriculum and lessons that support the rigorous education of our 21st Century learners. Our students must have strong skills such as critical thinking, problem solving, being creative, and taking on leadership roles in order for them to navigate in our world. As well, we will be working on functional educational (Mathematics, English Language Arts, and more) community based instruction, independent living skills, transition skills, workability and self-advocacy.

As the school year begins, we will continue to build upon our successes in order to provide rigorous academic programs to all our MPR students...our future. Like Thomas Henry Huxley said, "The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher."

Again, welcome to Miles P. Richmond School.

Sincerely,

Darryl Hawthorne

Principal

School Mission Statement

Our mission is to provide for maximum independence, continued learning, and personal growth for young adults with differing intellectual disabilities, ages 18-22, in the areas of independent living, vocational skills, community integration, recreation and leisure, and 21st century technology by providing instruction in the classroom and the community.

District & School Profile (School Year 2015-16)

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. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	14.9%
American Indian or Alaska Native	1.5%
Asian	9.0%
Filipino	-
Hispanic or Latino	32.8%
Native Hawaiian or Pacific Islander	1.5%
White	38.8%
Two or More Races	1.5%
English Learners	37.3%
Socioeconomically Disadvantaged	80.6%
Students with Disabilities	98.5%
Foster Youth	-

School Enrollment & Attendance (School Year 2014-15)

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 the 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			
	2012-13	2013-14	2014-15
9th	1		
10th	1		
11th	1	1	
12th	66	65	67

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2015-16)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	N/A	N/A
All Schools in District	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status		
	School		
	13-14	14-15	15-16
Fully Credentialed	0	6	6
Without Full Credentials	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0
			43

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
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

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 collected in June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
9th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%	
9th-12th	Health	McGraw-Hill	2002	Yes	0.0%	
9th-12th	History/ Social Science	McGraw-Hill	2002	Yes	0.0%	
9th-12th	Mathematics	McGraw-Hill	2002	Yes	0.0%	
9th-12th	Reading Language Arts	McDougal Littell	2002	Yes	0.0%	
9th-12th	Science	McGraw-Hill	2002	Yes	0.0%	
9th-12th	Visual and Performing Arts	McGraw-Hill	2002	Yes	0.0%	

School Facilities & Safety (School Year 2015-16)

Miles P. Richmond School was originally constructed in 1969. The campus is currently comprised of 4 classrooms, a gym, one staff lounge, a recreation area, and a cafeteria.

The table shows the results of the most recent school facilities inspection. 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. One half-time custodian ensures that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms 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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 03/22/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			RM 3 - no exhaust fan over stove.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Workforce Preparation

Miles P. Richmond School provides community based learning opportunities including industry tours and guest speakers in addition to site based work opportunities. The Workability program provides prevocational/vocational job training opportunities at the school site and community based job training positions at a variety of participating businesses within the community.

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2015-16)

Parents are an integral part of the educational process at Miles P. Richmond School. Collaboration between home and school is fundamental in providing positive and successful educational experiences for our students. Opportunities for parent participation include the following:

- The IEP and transition planning and development process
- Classroom support
- School activities
- Community based recreation
- Leisure activities, such as Special Olympics.

Contact Information

Parents who wish to participate in Miles P. Richmond School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-3495.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Miles P. Richmond School fosters an atmosphere that is conducive to learning. The school takes an "intervention" approach to behavior and social skill development. Students are consistently provided opportunities to learn skills and strategies that promote pro-social skill development, which helps to maintain an environment of success and mutual respect. Opportunities for intervention occur through a variety of levels, and disciplinary issues are addressed on an individual basis.

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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	5.3%	7.1%	1.4%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

School safety is a primary concern of Miles P. Richmond. The Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. 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 drills, lockdown, and duck and cover procedure rehearsals.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

Miles P. Richmond School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Extended Year School.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
District	19.4%	16.4%	15.3%	72.3%	75.3%	77.6%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress (School Year 2014-15)

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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
13	13	11	5	5	6	-	-	-	-	-	-	
9	9	7	4	4	4	-	-	-	-	-	-	

School Leadership

Leadership at Miles P. Richmond School is a responsibility shared between district administration, site administration, instructional staff, 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. Primary leadership duties have been assumed by Darryl Hawthorne.

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Miles P. Richmond 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 chart lists support staff that are available to all students at Miles P. Richmond School.

Our students at Miles P. Richmond have exceptional academic needs that can be met through our on-site specialized academic instructional programs. Students receive additional academic instruction in identified areas based on Individual Education Plans (IEPs). The school employs four full-time Moderate/Severe Credentialed teachers who provide instruction to all our students. In addition to the teaching staff, Miles P. Richmond has a psychologist, speech/language therapist and many other itinerant staff members that work with and support the needs of our students per student Individualized Education Programs.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	0.2
Psychologist	1	0.5
SDC Aide	4	3.0
SDC Teacher	6	6.0
Speech and Language Specialist	1	0.33
WorkAbility Specialist	1	0.1

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as 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 an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Miles P. Richmond School revolves around the California State Common Core Standards. 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.

The instructors at Miles P. Richmond School utilize a variety of research based teaching strategies and methodologies to support the unique learning challenges of its students. Innovative teaching techniques include Explicit Direct Instruction, differentiating of instruction, Applied Behavior Analysis methodologies including PECS (Picture Exchange Communication System), Visual Schedules, and behavior support planning and are all implemented based on the student's individual needs and unique learning styles. Highly structured research based behavior management systems are in place in each classroom to support behavior. Social skill development is also emphasized and each class provides instruction to support pro-social skill acquisition. Paraeducator support is provided, and an extended year program is available for students in need. Technology is utilized in all classrooms and students are given the opportunity to incorporate technology in academics through computer tasks and assignments, and the use of assistive technology devices. A sound amplification system is also utilized in all classrooms.

Extracurricular Activities

Miles P. Richmond School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities offered at Miles P. Richmond School include the following:

- Monthly Bowling
- Monthly Skating
- Field Trips

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$77,030
District	\$71,162
Percentage of Variation	8.2%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	5.6%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$15,975
From Supplemental/Restricted Sources	\$15,695
From Basic/Unrestricted Sources	\$280
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	-94.6%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-94.8%

District Revenue Sources (Fiscal Year 14-15)

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:

- Targeted Instruction Improvement Block Grant**
- English Language Acquisition Program
- After School Education & Safety
- CA Partnership Academies
- Charter School Fund
- PE Block Grant**
- EIA-SCE
- Healthy Start
- Head Start
- Title I
- Title II
- Title III
- School and Library Improvement Block Grant**
- Quality Education Investment Act
- Gifted and Talented Education
- Pupil Retention Block Grant
- Special Education
- EIA-LEP
- Carl Perkins
- Medi-Cal
- State Lottery