



SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Mauricio Arellano
Superintendent

June 7, 2024

Dear Educational Partners,

I hope this letter finds you well. As the Superintendent of the San Bernardino City Unified School District (SBCUSD), I am delighted to share with you our plans and initiatives for the upcoming academic year as outlined in the 2024-2025 Local Control and Accountability Plan (LCAP).

The LCAP serves as a roadmap for achieving our district's goals and objectives while ensuring that all students, particularly our unduplicated students—those who are English Learners, Low-Income, and Foster Youth—are provided with equitable opportunities for success. Through collaborative efforts with our Educational Partners, we have developed a comprehensive plan that addresses state and local priorities to support positive student outcomes.

The draft 2024-2025 LCAP was written based on the input, questions, and comments made by Educational Partners during various parent advisory meetings. The District actively engaged with groups like the Superintendent's Parent Advisory Council (S-PAC), District English Learner's Advisory Committee (DELAC), and Student Leadership Advisory Council (SLAC). Additionally, we consulted with our Labor Unions and District Special Education Local Plan Area (SELPA) for diverse perspectives.

Based on the input received, Educational Partners are looking for a multi-faceted approach to increasing student success over the next three years, focusing on targeted interventions, multiple instructional modalities, and prioritizing areas of need. Family involvement and multi-tiered support for teachers are emphasized. Respondents advocate for more translators for ELD, continued funding for field trips, after/before school programs, and new technology. Promoting SEL in schools and providing more planning time for teachers are also highlighted. Increased mental health support, including mental health centers at each school, is deemed crucial.

The top five themes within the input include:

1. **Targeted Interventions and Multi-tiered Support:** A focus on tailored interventions and support for both students and teachers, including multiple instructional modalities and prioritizing specific areas of need.
2. **Family and Community Engagement:** Emphasis on enhancing family involvement and maintaining strong home-school connections to support student success.
3. **Resource Allocation and Professional Development:** Advocating for more translators for ELD, continued funding for extracurricular programs and new technology, and ensuring job security and training opportunities for staff.
4. **Mental Health and Social-Emotional Learning (SEL):** Highlighting the importance of promoting SEL in schools and increasing mental health support, including the provision of mental health centers at each school.
5. **Innovative and Inclusive Educational Strategies:** Incorporating cultural education, supporting newcomer students, offering computer science and emerging pathways, and utilizing small group learning centers, hybrid learning experiences, and consistent instruction to improve academic achievement.

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Our Contributing Action Goals for the 2024-2025 academic year include:

1. High Expectations for academics and innovation to be College and/or Career Ready with an Equity and Inclusion Lens as a Foundation
2. Safe, Secure, and Attractive Learning Environments and Facilities Promoting Nutrition, Wellness, and Mental Health
3. Involvement of Students, Family, Community, Staff, and Parents

Below is a list of Educational Partner Meetings that have been held this year through our LCAP development process:

| Meeting Date | Educational Partners Group | Topic |
|----------------------|---|--|
| October 6, 2023 | District English Learner Advisory Committee | LCAP Summary |
| October 12, 2023 | District Advisory Council | LCAP Summary |
| October 16, 2023 | Student Leadership Advisory Council | LCAP Summary |
| October 23, 2023 | Superintendent’s Parent Advisory Council | LCAP Summary |
| November 2, 2023 | District African American Parent Advisory Council | LCAP Summary |
| November 16, 2023 | Community Advisory Committee | LCAP Summary |
| January 2024 | Directors/LCAP Leads 1:1 | Mid-Year Progress Monitoring & Support |
| January 16, 2024 | School Board Update (per Ed. Code) | LCAP Mid-Year Update |
| February 2024 | Site Leader’s Meeting | LCAP Operational Management |
| February 8, 2024 | District Advisory Council | Annual Update Process & New Cycle |
| February 15, 2024 | Community Advisory Committee | LCAP Mid-Year Update |
| February 26, 2024 | Superintendent’s Parent Advisory Council | LCAP Mid-Year Update |
| March 1-May 10, 2024 | LCAP ThoughtExchange Input | Educational Partners 24-25 LCAP Input |
| March 1, 2024 | District English Learner Advisory Committee | LCAP Mid-Year Update |
| March 6, 2024 | Educational Partners Community Meeting | Interactive Input Gathering |
| March 7, 2024 | District African American Parent Advisory Council | LCAP Mid-Year Update |
| March 11, 2024 | Student Leadership Advisory Council | LCAP Mid-Year Update |

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| Meeting Date | Educational Partners Group | Topic |
|----------------|--|---|
| April 1, 2024 | Executive Cabinet Meeting | Review Educational Partner Input |
| April 9, 2024 | Pacific Islander Advisory | Educational Partner Input |
| April 25, 2024 | SELPA Consultation | Consultation/Input |
| May 9, 2024 | District Advisory Council | 24-25 LCAP Draft & Questions for the Superintendent |
| May 23, 2024 | Educational Partners Community Meeting Special invite to DAC/DELAC (per Ed. Code) | 24-25 LCAP Draft & Questions for the Superintendent |
| May 29, 2024 | Local Bargaining Union Consultation | 24-25 LCAP Draft & Questions for the Superintendent |
| June 4, 2024 | SBCUSD Board Meeting | LCAP Public Hearing |

On May 31, 2024, the Public Hearing Draft of the 2024-2025 LCAP was posted online for public review, and hard copies were made available at the Board of Education building. The Board of Education held a Public Hearing, as required by Education Code 52062(b)(1), at the regularly scheduled Board meeting on Tuesday, June 4, 2024. On June 18, 2024, the SBCUSD Board of Education will have an action item for the adoption of the 2024-2025 LCAP, as required by Education Code 52062(2), during their regularly scheduled meeting.

I carefully examined the questions and comments regarding the draft 2024-2025 LCAP. Your input is critical in shaping the plan that meets the needs of our students, so each question and comment was thoroughly reviewed and considered. Attached to this letter, you will find a table containing the questions and comments sent to me, along with my response, as required by Education Code 52062(a)(1).

Respectfully,

Mauricio V. Arellano
Superintendent
San Bernardino City Unified School District

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| Question/Comment: | Superintendent's Response |
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| Supplemental and Concentration LCAP Questions | |
| <p>“How do I ensure my child is identified as G.A.T.E early as possible?”</p> <p>Source: Community Meeting (Parent/Guardian of a SBCUSD student)</p> | <p>Thank you for your question. The SBCUSD Board of Education believes that all students deserve an education that challenges them to meet their fullest potential. The Gifted and Talented Education (GATE) program provides gifted and talented students opportunities for learning commensurate with their particular abilities and talents. Ensure your child is identified as GATE early by understanding District criteria, observing and documenting their abilities, communicating with educators, providing enrichment at home, staying informed, and supplementing school learning. Our District procedures include:</p> <ul style="list-style-type: none"> ● All 3rd graders, with parent permission, participate in GATE testing at their school site in the Fall of each school year. Any student who misses the test or is in a grade above 3rd may still be tested by parent request. The student may be tested at the GATE office (call 909-473-2090 to schedule). Students may complete the test for GATE identification no more than once per year. ● The GATE identification process typically involves the following measures: <ul style="list-style-type: none"> ○ Naglieri Nonverbal Ability Test (NNAT) ○ California Assessment of Student Performance and Progress Scores (CAASPP) <p>SBCUSD is proud to also offer accelerated learning programs, including Accelerated Kindergarten and Vanguard classes, for students who are high achieving in the primary grades, prior to formal GATE identification. Accelerated Kindergarten is a full-day kindergarten program designed for children demonstrating developmental maturity and advanced-level academic skills. Critical thinking, problem-solving, and emergent-reading skills are tested before enrollment. The program is offered at Bradley, Kimbark, North Park,</p> |

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| | <p>Ramona-Alessandro, Roosevelt, and Manuel Salinas Elementary Schools, as well as an Accelerated Dual Immersion kindergarten at Muscoy Elementary School. To apply for testing, please complete and apply for the Accelerated Kindergarten Program by visiting the following link: https://bit.ly/acceleratedkindergarten</p> <p>Schools with Accelerated Kindergarten Programs also have Vanguard Programs to serve advanced learners in first and second grades. Grade-level standards are taught with differentiated, enhanced instruction designed to meet a student's interests and abilities. Testing will be conducted based on space availability in the program. To apply for testing, please complete and return the application for the Vanguard Program by following the link: https://bit.ly/vanguard</p> |
| <p>“How do I better understand the career pathway my student is on from K-12? They will start school next year for kindergarten. I would prefer my child is taught business.”</p> <p>Source: Community Meeting (Parent/Guardian of a SBCUSD student)</p> | <p>Thank you for your question and for considering your child's future. Our District strongly supports our Career Pathways. During the Elementary years, Career Pathways are focused on exposure to different career fields. Once students enter Secondary (grades 6-12), students can begin to take electives to prepare them for participation in High School Pathways. High School Pathways have four critical components:</p> <ol style="list-style-type: none"> 1. Rigorous Academics: A rigorous academic component that includes English, mathematics, science, history, and other pertinent courses. 2. Real-world Technical Skills: A technical component of three or more courses that help students gain the knowledge and skills that can give them a head start on a successful career. 3. Work-based Learning: Students engage in job shadowing, apprenticeships, and internships, before they leave high school, helping them understand all the possible choices available to them. 4. Personalized support: Personalized support |

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| | <p>services, including resume and interview counseling and supplemental instruction in reading, writing, and mathematics, that help students master critical academic and technical components of their education.</p> <p>The number and type of Pathway can certainly change by the time your child reaches 9th grade. Upon entering high school, students currently complete a career interest survey to help guide their choice in Pathway selection. Still, currently, there are business-related Pathways at ArroyoValley High School, Cajon High School, Pacific High School, and San Andreas High School.</p> |
| <p>“Data shows that Biliteracy and Bilingualism positively supports learning, proficiency in other areas, and future connections and income. I would concur as four of my children are Bilingual/Biliterate. My son is in 6th grade and reading at university level. We are a Black family (with other blends). How are ALL subgroups reached to inform parents/families or TEACH families from subgroups the importance of prioritizing the option for Multilingualism programs? I am on the DAAAC board and AAPAC and most AA parents are not aware of how the Dual/Multilingual Language programs can be a blessing for their student, family, and future? Please let me know how LCAP relates to creating opportunities to teach families what they might not consider as an option or even important. Thank you”</p> <p>Source: Community Meeting (Parent/Guardian of a SBCUSD student, DAAAC member)</p> | <p>Thank you for your question. Our District holds the same sentiment regarding the importance of bilingualism. Bilingual programs are supported in our LCAP in Goal 1, Actions 6 (English Learner Student Achievement), 8 (Transportation), 9 (Language Other Than English [LOTE] Teachers), and 10 (Smaller Class Size). It is further supported by Goal 3, Actions 1 (Family Engagement) and 3 (Targeted Student Enrollment). Educational Partners can learn about our Multilingual Programs by reading our Multilingual Initiative and visiting our Multilingual Programs Department page.</p> |
| <p>“Mental health therapy staff: is that for training for staff to help deal with students with difficult situations</p> | <p>Thank you for your question. Goal 2, Action 4 (Mental Health Therapy Services) will provide mental health</p> |

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| <p>or is it for teachers who have 33 students with different?"</p> <p>Source: DAC Meeting (Parent/Guardian of a SBCUSD student)</p> | <p>therapy staff at school sites to improve the mental health of students.</p> |

| Question/Comment: | Superintendent's Response |
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| Equity Multiplier and CSI Questions | |
| <p>“How were the schools selected, because my school is not listed, but my school has a lot of the similar needs.”</p> <p>Source: DAC Meeting (Parent/Guardian of a SBCUSD student)</p> | <p>Thank you for your question. Your question is in reference to Slides 10 (Equity Multiplier sites) and 17 (Comprehensive Support and Improvement [CSI]) presented during the LCAP Community meeting.</p> <p>Slide 10: Equity Multiplier sites were selected by the California Department of Education based on meeting BOTH of the following:</p> <ol style="list-style-type: none"> 1. A non-stability rate greater than 25% 2. Socioeconomically Disadvantaged Pupil Rate greater than 70% <p>Slide 17: CSI sides were selected by the California Department of Education when they met the criteria in one of the following two categories:</p> <ol style="list-style-type: none"> 1. Low Graduation Rate (none eligible in the SBCUSD) 2. Low Performing criteria, the school must receive Title I funding in 2022–23 and must meet one eligibility criterion: <ol style="list-style-type: none"> a. Criterion 1: All Red indicators |

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| | <ul style="list-style-type: none"> b. Criterion 2: All Red indicators except for one indicator of another Performance Color c. Criterion 3: Five or more indicators where the majority are Red d. Criterion 4: All Red and Orange indicators <p>Despite not being eligible for Equity Multiplier and CSI, your site's individual needs are addressed in the school's School Plan for Student Achievement (SPSA) development. As a member of your school's Educational Partner team, you have an important voice in developing this plan. Please contact your child's site Principal to ask how you can be involved.</p> |
| <p>"I am interested in learning more about virtual academy. Is it for home/hospital (SPED)?"</p> <p>Source: Community Meeting (Parent/Guardian of a SBCUSD student)</p> | <p>Thank you for your question. The Virtual Academy is a WASC-accredited school that provides instruction through the Course Based Independent Study alternative educational option. Students receive attendance credit based on their progress towards making satisfactory educational progress towards their courses. In grades TK-8, synchronous instruction is led by teachers and asynchronous work is supported by the learning coach (parent/guardian). In grades 9-12, students receive instruction through the A to G Edmentum program. Teachers act as facilitators and support the learning through small group instruction as needed. Student performance is reviewed regularly throughout the year to determine if this is an appropriate instructional placement for students. Students enrolled in Special Education can participate in Virtual Academy. The Least Restrictive Environment (LRE) would be determined during an Individualized Education Program (IEP) meeting. Home and Hospital is an optional alternative instructional strategy for students. It provides a means for</p> |

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| | <p>students to achieve curriculum objectives that meet district and California state content standards outside the regular classroom. This educational option is for students who are scheduled to be absent from school for a period of at least (4) weeks or more due to a temporary disability (defined as a physical, mental, or emotional disability incurred while enrolled in a regular or alternative educational program, after which the student can reasonably be expected to return to their assigned educational program.) A temporary disability does not include a disability for which a student is identified as having exceptional needs as an identified Special Educational student. San Bernardino City Unified School District Administrative Regulation-AR 6183 and California Education Codes 48202, 48206, and 48207 establish the requirements for providing Home and Hospital Instruction.</p> <p>The IEP team may determine that a student requires the Home and Hospital program when the student sustains an injury, has surgery, or has a non-communicable illness that requires the student to be out of school. Home and Hospital placements are only available during the school year in which the placement was offered. They cannot carry over from year to year and may only be extended through the agreement of the IEP team. Special Education students requesting to be placed in the program must have an IEP indicating such a placement.</p> |

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| Differentiated Assistance Questions | |
| <p>“Is there specific funding from LCAP for African American Parent Advisory Council? I was informed to go through admin and School Site Council. Please connect the dots for funding. Goal is to host three events for parents/families/students each school year. It is a bit challenging to get a timely response. Please let me know how LCAP relates to AAPAC. Big picture thinker then can understand details. Thank you “</p> <p>Source: Community Meeting (Parent/Guardian of a SBCUSD student, DAAAC member)</p> | <p>Thank you for your question. Our District has been a leader in the Inland Empire in strategically increasing support for our African American students. The 2024-2025 LCAP has a Goal specifically dedicated to outlining supplemental supports we are providing as a District. These actions can be found in Goal 21. The actions are not funded with Supplemental and Concentration funds, so they are marked as non-contributing actions. Funding to support our African American student population comes from various other sources including unrestricted general funds and grants. Goal 1, Action 10 (Parent Advisory: District African American Parent Advisory Council [DAAAC] and African American Parent Advisory Council [AAPAC]) provides funding for the ETSA department to support sites in the development of their AAPAC. Based on its Comprehensive Needs Assessment, school sites can further support the parent advisory using Title I funds to provide workshops and training to build the capacity of families. School site Title I-funded actions can be found in each school's School Plan for Student Achievement (SPSA).</p> |
| <p>“What is included in the parent engagement in goal 21? What programs/ projects are funded through it?”</p> <p>Source: DAC Meeting (Parent/Guardian of a SBCUSD student)</p> | <p>Thank you for the question. Goal 21, Actions 10 (Parent Advisory: District African American Parent Advisory Council [DAAAC] and African American Parent Advisory Council [AAPAC]), 11 (African American Task Force), and 12 (Family Engagement and Community Empowerment) address parent engagement. These family events are based on parent input to build the capacity of parents and community members to equip them better to support their children. Examples of past events include, “All African Diaspora Education Summit InfoSession,” “Community Empowerment: past, present and future of Black Empowerment,” “Community Empowerment Series: Black Women’s Health,” “Community Empowerment Series: Black Men’s Health,” and</p> |

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| | "AAPAC Action Plan Development." |
| <p>"This is a lot to take in, this is very difficult, Goals 1-3 are the LCAP funds \$2m, Goals 4-20 are Equity multiplier one-time funds. Where does the funding for Goal 21 come from?"</p> <p>Source: DAC Meeting (Parent/Guardian of a SBCUSD student)</p> | <p>Thank you for your question. These actions can be found in Goal 21. The actions are not funded with Supplemental and Concentration funds, so they are marked as non-contributing actions. Funding to support our African American student population comes from various other sources including unrestricted general funds and grants.</p> |

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| Questions about the presentation from the LCAP Community Meeting held on May 23, 2024 | |
| <p>"Miré que hay 74 escuelas en el distrito escolar, solo hay 64 en la lista, Quien asegura que las 10 escuelas faltantes van a recibir los apoyos? Y que hace falta para que usted Como superintendent venga a la primaria Salinas a ver las necesidades de esta escuela?"</p> <p>Translation: "I saw that there are 74 schools in the school district, there are only 64 on the list. Who ensures that the 10 missing schools will receive support? And what does it take for you as superintendent to come to Salinas Elementary to see the needs of this school?"</p> <p>Source: DELAC (Parent/Guardian of a SBCUSD student)</p> | <p>Thank you for your question. Your question is in reference to Slide 11 of the Community LCAP Meeting. This slide identifies the District and all of the schools where the listed indicator is red on the California Dashboard. In English Language Arts (ELA) and English Learner Progress Indicator (ELPI), there are 64 out of the 74 schools that have a red indicator. Schools that did not have a red indicator were not listed.</p> |
| <p>"Para el rendimiento de los estudiantes EL el alcance es limitado, ¿se debe a que no todas las escuelas tienen el programa EL?"</p> | <p>Thank you for your question. Your question is in reference to Slide 22 of the Community LCAP Meeting. The action listed as "Limited" is for English Learner Student Achievement. The term "Limited" is defined by</p> |

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| Questions about the presentation from the LCAP Community Meeting held on May 23, 2024 | |
| <p>Translation: “EL student achievement Scope is limited, is it because not all schools have the EL program?”</p> <p>Source: Community Meeting (Parent/Guardian of an EL SBCUSD student)</p> | <p>the California Department of Education as “Provided only to students within the identified unduplicated student group(s).” This action’s scope is restricted to support only English Learner students, and, as such, is labeled with the term “Limited.”</p> |

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