SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Mauricio Arellano
Superintendent

June 13, 2025

Dear Educational Partners,

On behalf of the San Bernardino City Unified School District, I extend my sincere gratitude for your active participation and thoughtful input in the development of our 2025–2026 Local Control Accountability Plan (LCAP). Your engagement through DELAC, DAC, and other community forums is essential in shaping a plan that reflects the diverse needs, aspirations, and priorities of our students, families, and Educational Partners.

As required by state guidelines and aligned with our district's commitment to transparency and continuous improvement, I am writing to formally respond to the questions, comments, and recommendations you provided during the recent advisory meetings. Your feedback has been instrumental in refining the LCAP goals, actions, and proposed expenditures. Please find below our responses organized by major themes that emerged from your input:

The top five themes within the input include:

1. **Teacher Supports:** Teacher support was regarded as vital, with Educational Partners calling for increased professional development, resources, and inclusion in decision-making to strengthen instructional quality. Ensuring teachers felt valued and well-equipped was seen as key to retaining talent and enhancing student achievement through more effective and engaging learning environments.
2. **Family Engagement:** Family engagement was highlighted as essential for improving student learning and outcomes, with a strong emphasis on increasing parent participation in school activities and decision-making. Suggestions included offering workshops, resource centers, and volunteer opportunities, as well as improving communication to encourage active parental involvement in education.
3. **Student Wellness:** Student wellness was a key priority, with an emphasis on expanding mental and physical health services, including counseling, wellness programs, and social-emotional support. Educational Partners stressed the need for more trained counselors and nurturing environments, recognizing that comprehensive wellness services were closely linked to improved academic performance and personal growth.
4. **Transportation and Safety:** Transportation and school safety were recognized as critical to student access and well-being, with reliable services viewed as essential for consistent attendance. While current transportation was appreciated, there was a clear call for infrastructure improvements, including the addition of more crossing guards and safer walking routes.
5. **Arts & Special Programs:** A strong focus was placed on sustaining and expanding arts, special programs, and extracurricular activities to support holistic student development and foster creativity, motivation, and academic success. Ensuring equitable access to programs such as STEAM, VAPA, AVID, AP classes, and special education was prioritized to provide all students with meaningful opportunities for growth beyond core academics.

Our Contributing Action Goals for the 2025-2026 academic year continue to be:

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 3, 2024	District African American Parent Advisory Council	LCAP Summary
October 4, 2024	District English Learner Advisory Committee	LCAP Summary
October 10, 2024	District Advisory Council	LCAP Summary
October 21, 2024	Student Leadership Advisory Council	LCAP Summary
October 28, 2024	Superintendent's Parent Advisory Council	LCAP Summary
November 21, 2024	Community Advisory Committee	LCAP Summary
January 15, 2025	Pacific Islander Advisory	Educational Partner Input
January 16, 2025	District Advisory Council	Annual Update Process & New Cycle
January 23, 2025	Directors/LCAP Leads	Mid-Year Progress Monitoring & Support
February 18, 2025	School Board Update (per Ed. Code)	LCAP Mid-Year Update
February 20, 2025	Community Advisory Committee	LCAP Mid-Year Update
February 24, 2025	Superintendent's Parent Advisory Council	LCAP Mid-Year Update
February 27-April 30, 2025	LCAP ThoughtExchange Input	Educational Partners 25-26 LCAP Input
March 3, 2025	Student Leadership Advisory Council	LCAP Mid-Year Update
March 5, 2025	Educational Partners Community Meeting	Interactive Input Gathering
March 6, 2025	District African American Parent Advisory Council	LCAP Mid-Year Update
March 7, 2025	District English Learner Advisory Committee	LCAP Mid-Year Update

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Meeting Date	Educational Partners Group	Topic
March 12, 2025	Pacific Islander Advisory	Educational Partner Input
May 8, 2025	District Advisory Council	25-26 LCAP Draft & Questions for the Superintendent
May 12, 2025	Local Bargaining Union Consultation	25-26 LCAP Draft & Questions for the Superintendent
May 14, 2025	SELPA Consultation	Consultation/Input
May 22, 2025	Educational Partners Community Meeting Special invite to DAC/DELAC (per Ed. Code)	25-26 LCAP Draft & Questions for the Superintendent
June 3, 2025	SBCUSD Board Meeting	LCAP Public Hearing

On May 30, 2025, the Public Hearing Draft of the 2025-2026 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 3, 2025. On June 17, 2025, the SBCUSD Board of Education will have an action item for the adoption of the 2025-2026 LCAP, as required by Education Code 52062(2), during their regularly scheduled meeting.

I carefully examined the questions and comments regarding the draft 2025-2026 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

Question/Comment:	Superintendent's Response
Supplemental and Concentration LCAP Questions	
"how do we start including students with IEP's in general edu. classrooms/environments? Why isn't inclusion happening here according to ADA & IDEA all children with special needs have a right to be included. Why isn't there a need to include? Why is my son's yearbook not inclusive? I opened his book to find none of his classmates included at all as well. Riverside county is actively practicing inclusion. redlands, colton, so many districts are having inclusion and executed with fidelity. Why isn't it being offered here?" **Source: Community Meeting (Parent/Guardian of a SBCUSD student)**	Thank you for your question and for advocating for your son and inclusive education. As a district leader and someone committed to equity, belonging, and student-centered practices, I want to address your concerns directly, both as a parent and as a partner in your child's education. I want to affirm that our district adheres to all applicable federal and state laws, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), to ensure that students with disabilities are educated in the Least Restrictive Environment (LRE) as determined by their Individualized Education Program (IEP) team. Each student's placement is thoughtfully and collaboratively developed to meet their unique needs, and many of our students do access general education settings through mainstreaming, inclusion supports, and shared activities. The IEP process involves parents, specialists, and educators working together to identify the setting that will best support the student's academic and social-emotional growth. Inclusion looks different for every student, and we strive to provide a continuum of services, from full inclusion to specialized support, based on what's most appropriate. If you would like to discuss inclusion opportunities for your child, you have the right as the parent to request an IEP meeting to discuss this topic. If you need support in requesting an IEP, please call 909-880-6863. Regarding the school yearbook, our goal is to create an inclusive school culture where every student is represented, recognized, and valued. I appreciate you bringing this to our attention, and I will share this concern with the Principals to reflect on our practices.
"How satisfied are you with the results of the mission and vision so far?" **Source: DAC Meeting (SBCUSD Classified Staff)**	Thank you for your thoughtful question. As Superintendent of San Bernardino City Unified School District, I'm proud to share that the mission and vision we've committed to, SHINES 2030, are showing strong, measurable results across the California Dashboard over the past two years. We've seen growth in every major metric, reflecting the dedication of our students, staff, families, and community: • Graduation Rate: Increased from 88.5% in 2021–22 to approximately 90% in 2023, rising above the state average. • Chronic Absenteeism: Dropped from 44.7% in 2022 to roughly 35%

Question/Comment:	Superintendent's Response
Supplemental and Concentration LCAP Questions	
	in 2024, with sustained improvements across all grade spans. • ELA Performance (CAASPP): Saw a 25-point gain, reducing the percentage of students "below standard" from around 90 points below to 65 points below standard • Math Performance: Improved by 25 points, moving from 90 points below standard to about 65 points below. • Suspension Rate: Declined from about 0.2% in 2021–22 to 0.1% in 2023, indicating a stronger, more positive school climate. These improvements reflect our focused efforts on closing opportunity gaps and fulfilling our mission: to ensure that every student is equipped for college, career, and life.
"What can we do at the site level to increase the field trip budgets?" **Source: Community Meeting (Parent/Guardian of a SBCUSD student)**	Thank you for your question and for your interest in supporting more enriching experiences, such as field trips, for our students. Field trips are powerful tools for learning. They bring lessons to life, build curiosity, and create lasting memories. At the school site level, one of the most effective ways to advocate for increased funding is by joining the School Site Council (SSC). This is the body that helps shape how school funds, particularly those from the School Plan for Student Achievement (SPSA), are prioritized. Your voice matters, and your ideas can influence how site funds are allocated, including for enrichment and field experiences. I also encourage you to share specific recommendations with your principal or SSC representatives. Additionally, if you're able, please consider signing up to volunteer—whether through field trip coordination, fundraising, or chaperoning, your involvement makes a big impact.
"This being the last year of the cycle; will a new cycle be developed to continue LCAP funds after the 25-26 fiscal year?" **Source: Community Meeting (Parent/Guardian of a SBCUSD student)**	The Local Control and Accountability Plan (LCAP) follows a three-year cycle designed to guide districts in using State funding to improve student outcomes. In 2023-2024, we collaborated with families, staff, and community members to identify goals, prioritize needs, and develop actions aligned with state priorities. The plan is then submitted for approval. Year 1 of this cycle is the 2024-2025 school year. Year 2 (2025-2026 school year) focuses on implementing the plan while gathering data and feedback to monitor progress and make any necessary adjustments. During Year 3

Question/Comment:	Superintendent's Response
Supplemental and Concentration LCAP Questions	
	(2026-2027), we will evaluate the effectiveness of their strategies and begin planning the next three-year cycle, incorporating lessons learned and input from our Educational Partners. Each year includes annual updates and progress reports, utilizing tools such as the California School Dashboard. This ongoing cycle ensures that funding is used thoughtfully, with a strong emphasis on continuous improvement, equity, and meeting the unique needs of every student in the community.

Question/Comment:	Superintendent's Response
Equity Multiplier and CSI Questions	
"What classifies a school change as a non-stability move?" **Source: Community Meeting (Parent/Guardian of a SBCUSD student)**	The non-stability rate measures the percentage of students who change schools or move in and out of a school during the year. A school change is recorded when a student is enrolled at one school for at least one day and then transfers to a different school. This includes changes due to enrollment in specialized programs, participation in Special Education services, or when a student moves because the original school is at full capacity. Frequent student movement can create challenges for schools in providing consistent support and instruction. Schools with higher non-stability rates may require additional resources to effectively meet students' needs. The Equity Multiplier utilizes this rate, along with other factors, to identify schools that require additional funding and support to ensure all students have equitable opportunities to succeed.

Question/Comment:	Superintendent's Response
Questions about the presentation from the LCAP Community Meeting held on May 22, 2025	
"As a parent, how do we write grants to fund training for the general educators to learn how to support our kids with special needs?" **Source: Community Meeting (Parent/Guardian of a SBCUSD student)**	We value parent involvement and encourage you to stay actively engaged with your child's school. A great way to contribute is by communicating regularly with your school Principal, especially when you come across grant opportunities that could benefit teacher training or Special Education programs. The Principal and their staff can review the grant with you and help determine the best next steps. Our District currently invests over $160 million annually in Special Education, which includes funding for professional development to help general educators better support students with special needs. We continually seek additional grants to expand these efforts, and having parents like you involved strengthens our proposals. If you're interested, I encourage you to consider joining the School Site Council or other parent advisory groups, where you can help guide priorities and share ideas.
"Regarding expectations…what is the difference between "meeting standards" and going to the next grade." **Source: Community Meeting (Parent/Guardian of a SBCUSD student)**	At the elementary level, "meeting standards" refers to a student's performance in comparison to the grade-level academic expectations set by the State. These are the learning goals we want all students to achieve by the end of the school year in subjects such as Reading, Writing, and Math. However, moving to the next grade, or "promotion," is based on multiple factors, not just whether a student meets every standard. Teachers and administrators consider overall academic progress, classroom performance, work habits, attendance, and social-emotional development when deciding if a student is ready for the next grade. So, a student may still be promoted even if they haven't fully met all standards, especially if they're showing growth and receiving support. Our goal is to ensure every student is set up for success, and we work closely with families to make decisions that are in the best interest of the child.