Local Control and Accountability Plan Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2025-2026

Date of Board Approval:

June 17, 2025

LEA name:

San Bernardino City Unified School District

CDS code:

36 667 60000000

Link to the LCAP:

(optional)

sbcusd.com/lcap

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSAY provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Consistent with the "California Way" of local control and decision-making, SBCUSD designed the District's Local Control and Accountability Plan (LCAP) which addresses locally identified needs through a variety of Educational Partner meetings, surveys, and local/state data points (i.e., CAASPP, English Learner proficiency assessments, reclassification rates, graduation rates, college and career readiness-linked learning, suspension rates, chronic absenteeism, and local assessment data). SBCUSD utilizes an all-inclusive methodology of engaging Educational Partners at the district and school-site level in a meaningful, relevant, and authentic manner, to maximize genuine partnerships through a diverse input process.

The LCAP, based on the District's comprehensive needs assessment process, has been designed to address prioritized needs, focusing on a holistic and well-rounded alignment of results-based strategies. As a result, the District has invested local and state resources, to assist students, including Low Income, Foster Youth, English Learners, and Long-Term English Learners in the following key priorities and initiatives:

- Programs such as AVID, College Career Readiness, and STEAM
- Professional Development
- English Language Development
- Family Engagement
- Before and After School Programs
- Technology (hardware/software)
- Social Emotional Learning and Wellness

- Intervention and Targeted Support for School Progress
- Early Literacy and Math Support

Based on its high need demographic profile, and assessment results recorded on the California Data Dashboard, SBCUSD recognizes that utilizing federal resources, at a district-wide and school-wide manner, maximizes the impact and support for accelerating student achievement. The District leverages federal funding, including Titles I, II, III and IV funds, by supplementing and enhancing the skills and abilities of teachers and district/school leaders through timely, needs-based professional development, designed to work with students in need of additional support, including mastery of CCSS. In addition, the District augments strategies to promote student achievement and close the academic achievement gap through proven strategies, such as:

- Professional Development for teachers and staff
- English proficiency and academic achievement
- Building parent/family capacity
- Early literacy and early numeracy
- College Career Readiness
- Science, Technology, Engineering, Arts, and Mathematics (STEAM)
- Integrating an effective use of instructional technology and lesson delivery

By infusing and leveraging federal funding that is intentionally aligned with district LCAP and LCFF resources, SBCUSD is well positioned to accelerate student achievement, building staff/leadership capacity, and deepen parent engagement. The “California Way” focuses on local control and decision-making, and has paved the way for SBCUSD to allocate resources consistent with locally identified needs and priorities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

SBCUSD designed the district's Local Control and Accountability Plan (LCAP), which addresses locally identified needs, through a variety of Educational Partner meetings, surveys, and local/state data points (i.e., CAASPP, English Learner proficiency assessments, reclassification rates, graduation rates, college and career readiness-linked learning, suspension rates, chronic absenteeism, and local assessment data).

SBCUSD utilizes an all-inclusive methodology of engaging Educational Partners at the district and school-site level in a meaningful, relevant, and authentic manner, to maximize genuine partnerships through a diverse input process.

Based on the district's comprehensive needs assessment process, the LCAP has been designed to address prioritized needs, focusing on a holistic and well-rounded alignment of results-based strategies. As a result, the district has invested local, state, and federal resources to assist students, including Low Income, Foster Youth, and English Learners.

Based on the District's high-need demographic profile, and assessment results recorded on the California Data Dashboard, SBCUSD recognizes that utilizing federal resources in a districtwide and schoolwide manner maximizes the impact and support for accelerating student achievement. The District leverages federal funding, including Titles I, II, III, and IV funds, by supplementing and enhancing the skills and abilities of teachers and district/school leaders through timely, needs-based professional development, designed to work with students in need of additional support, including mastery of CCSS.

By infusing and leveraging federal funding that is intentionally aligned with district LCAP and LCFF resources, SBCUSD is well-positioned to accelerate student achievement, build staff/leadership capacity, and deepen parent engagement. The focus continues to be on local control and decision-making and has paved the way for SBCUSD to allocate resources consistent with locally identified needs and priorities

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

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	Number Ineffective and misassigned	Percent Ineffective & misassigned	Number Inexperienced	Percent Inexperienced	Number Out of field	Percent Out of Field
Elementary Total # teachers – 1,247 Total # students – 23,379 Total # minority students - 22,516 Total # low-income students – 21,403	102	8%	28	2%	82	7%
Middle Total # teachers - 446 Total # students - 8,238 Total # minority students - 7,873 Total # low-income students - 7,314	32	7%	24	5%	24	5%
High Total # teachers - 653 Total # students - 12,440 Total # minority students - 988 Total # low-income students - 11,644	23	4%	14	20%	30	5%

THIS ESSA PROVISION IS ADDRESSED BELOW:

Process of identifying disparities:

SBCUSD used the data collection process outlined on the CDE website. District and school-level data for the most recent school year (2024-2025) was accessed from Data Quest. The Human Resources Department used the definitions of ineffective, inexperienced, and out-of-field teachers, provided by CDE, to identify disparities. The analysis identified teachers in each of the categories, making it possible for the District to make decisions to address disparities.

SBCUSD is a centralized district. As such, the Human Resources Department hires and places both certificated and classified staff, at school sites, with the intention of meeting the needs of a diverse student group. SBCUSD is a large urban district with 91.3% (2024 CA Dashboard) identified as low-income students. The process ensures that schools are not disproportionately staffed with new teachers or ineffective teachers and that the needs of underrepresented student groups can be met. In addition, each school receives Title I funds and operates under a school-wide program, per the criteria for establishing school-wide programs. When disparities are noted, the centralized office makes all attempts to make corrections before the teachers are assigned. The equity data shows that while there are a few disparities, they are found due to a teacher shortage issue rather than a distribution one. However, during times of teacher shortage, adjustments may not be possible within a reasonable timeframe.

Steps and Analysis of Teacher-Shortage Disparities:

- -Annually analyze staffing data at all District schools in order to evaluate staffing trends.
- -Annually analyze minority student achievement data at all District schools in relation to staffing trends.
- -Develop teacher retention initiatives and strategies District-wide and at identified schools.
- -Continue to expand coaching and mentoring for all new (inexperienced) teachers District-wide.

Distribution of ineffective/misassigned, inexperienced, and out-of-field teachers working with low-income students:

The results of the Educator Equity Analysis are as follows:

Elementary - SBCUSD has forty-nine (49) elementary schools with 1,247 teachers. One hundred two (102) of the teachers are identified as ineffective/misassigned, twenty-eight (28) are inexperienced, and eighty-two (82) are out-of-field teachers. The teachers are assigned to schools across the District. Our analysis shows that at the elementary school level, the disparities are related to teacher experience rather than distribution across the schools. Our district is currently experiencing a teacher shortage at the elementary level.

Middle - SBCUSD has eleven (11) middle schools with 446 teachers. Thirty-two (32) of the teachers are identified as ineffective/misassigned, twenty-four (24) are inexperienced, and twenty-four (24) are out-of-field teachers. The 446 teachers are assigned to schools across the District. Our analysis

shows that at the middle school level, the disparities are related to teacher experience rather than distribution across the schools. Our district is experiencing an urgent teacher shortage primarily at the secondary level.

High - SBCUSD has nine (9) high schools with 653 teachers. Twenty-three (23) of the teachers are identified as ineffective/misassigned, fourteen (14) are inexperienced, and thirty (30) are out-of-field teachers. The 653 teachers are assigned to schools across the District. Our analysis shows that at the high school level, the disparities are related to teacher experience rather than distribution across the schools. Our district is experiencing an urgent teacher shortage at the secondary level.

The educator equity data trends for teachers working with low-income students in elementary, middle, and/or high schools:

The trends at the elementary level show there is a small percentage (17%) of teachers who are not fully qualified or are beginning their careers in teaching and working with low-income students. All sites, except 4, have 80% or more low-income students. The 4 schools range from 51%-64% low-income student population and are eligible for Title I services. With the high percentages of low-income students, SBCUSD believes that the distribution of teachers is equitable at the elementary sites. Furthermore, there is a plan in place to provide additional support in building the knowledge and skills of the few teachers who are in need of it.

At the middle and high school levels, we found that with the exception of one site at 51%, all schools have more than 80% of students meeting low-income criteria. Again, we believe that our distribution of teachers is equitable at the middle and high school levels, and have a plan to support teachers who need the additional assistance to be fully credentialed in their subject.

The distribution of ineffective/misassigned, inexperienced, and out-of-field teachers working with minority students:

There are 212 teachers at the elementary level who represent this experience level. There are 23,379 students in elementary and 22,516 are designated as minority students–approximately 96%. All teachers ineffective/misassigned, inexperienced, and out-of-field at the elementary level have been equitably distributed among minority students.

At the middle and high school levels, we found that all schools consist of more than 90% of students who are minority students. Again, we believe that the distribution of teachers is equitable at the middle and high school levels and we have a plan to support teachers who need the additional assistance to meet the needs of their students.

The educator equity data trends for teachers working with minority students in elementary, middle, and/or high schools:

Historically, SBCUSD has had a high percentage of minority students. Classroom rosters show that all classes have minority students enrolled. Since a high number of the District's students are minority students, educator inequities are not the focus. Instead, programs in place to support the ineffective,

misassigned, inexperienced, and out-of-field teachers are the focus, with the goal of providing the quality educational program that students deserve.

Focused Actions to address any disparities in teacher knowledge discovered during the data analysis process and included in the Professional Development Plan:

Overarching Themes to Address Disparities. Details of the plan are presented in Title II of the addendum. The focus for the 2025-2026 school year is Teacher Clarity and Teacher Efficacy.

1) Professional development opportunities may include:
- CORE Reading and Math
- NWEA (Northwest Evaluation Association)
- Leadership (Creative Leadership Solutions
- Principal Coaching/Mentoring
- Universal Design for Learning (UDL)
- Cultural Relevance
- Social Emotional Learning

2) Partnerships with institutions of higher education for opportunities to take applicable coursework toward earning full certification
- California State University, San Bernardino - Noyce Scholarships (Math and Science teachers)
- Master Teacher program for student teachers

3) Coaching and mentoring programs
- Onsite coaching provided by Program Specialists and Principal Coaches throughout the District
- Demonstration classroom
- Continual guidance and follow-up from HR Specialists regarding the progress being made on clear credentials to become highly qualified

4) There are continual ongoing recruitment efforts to attain highly qualified teachers. In partnership with local colleges/universities, potential candidates learn about our vacancies and begin preparations for eventual hire in our district. SBCUSD Human Resources regularly speaks with credential candidates to ensure that they are on the right track to complete the necessary requirements for teaching.

Educational Partner engagement in the process of identifying strategies for addressing discovered equity gaps:

To ensure that SBCUSD builds a highly skilled 21st-century workforce for the community, the Educational Partner engagement process for San Bernardino City Unified School District (SBCUSD) continues to include a large segment of SBCUSD staff, businesses, and community members, who were part of the development of the strategic plan.

Multiple opportunities were provided for representatives from our Educational Partner groups to continue to offer their input, at several meetings held each year. The strength of the planning process, as it relates to the LCAP-ESSA Federal Addendum and the LCAP, has been in the use of data and

the way the collaborative approach weaves all perspectives across all plans to allow for seamless alignment. As the LCAP and LCAP-ESSA Federal Addendum are updated, the input needed to meet the requirements of Title I and Title II and how it supports administrators, teachers, and other school leaders will continue.

Regular meetings of various educational partner groups and subcommittees continue to represent the educational community. The groups include large community groups, District English Learners Advisory Committee (DELAC), the District African-American Advisory Council (DAAAC), District Parent Advisory Council (DAC), Community Advisory Committee (CAC), Superintendent's Parent Advisory Council (SPAC), Student Leadership Advisory Committee (SLAC), and the District's Management Team. Additional Educational Partner input is gathered from school site surveys and online responses. This collective process allows for important information to be shared in the interest of promoting informed decisions by each group. This information is then included in the relevant documents used for planning the educational program. In addition to addressing disparities, the professional development program is geared toward meeting the needs of the ineffective teacher and the out-of-field teacher.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** • **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** • **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.

Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs,

including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))CSI

6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP Educational Partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comprehensive Support and Improvement and Additional Targeted Support and Improvement Plan Development

The District utilizes the School Plan for Student Achievement (SPSA) collaborative process to meet the requirements of Comprehensive School Improvement (CSI) plans, Additional Targeted Support and Improvement (ATSI) plans and Targeted Support and Improvement Plans (TSI).

CSI School identified in 2025: Shandin Hills Middle School.

TSI Schools identified in 2025: Anton Elementary, Highland-Pacific Elementary, and Cajon High School

ATSI schools identified in 2025: Lankershim Elementary, Newmark Elementary, Bonnie Oehl Elementary, Parkside Elementary, Thompson Elementary, Golden Valley Middle, and San Gorgonio High.

Exiting the Comprehensive Support and Improvement Program

- 47 out of 74 sites were not identified as TSI, ATSI, or CSI.

Schools Exiting ATSI

Elementary: Barton, Belvedere, Cole, Cypress, Inghram, Kimbark, Lincoln, Roberts, Salinas, North Park, North Verdemont, Urbita, and Warm Springs

Secondary: Chavez, Curtis, and Del Vallejo, Arroyo, Pacific, and San Bernardino ·

Schools Exiting CSI

Elementary: Arrowhead, Del Rosa, and Monterey

Secondary: King, San Andreas and Sierra ·

Schools Exiting CSI…but entering TSI

Elementary: Anton and Highland Pacific

The SPSA requirements for identified CSI, ATSI, and TSI schools were presented to site leaders in a whole-group format, followed by subsequent meetings for support and technical assistance. The presentation entailed an explanation of the requirements integrated in the SPSA.

The Categorical Programs Department is composed of the Director, Coordinator, and six Program Specialists. Each school is assigned a Program Specialist who works closely with the site leader and their team, throughout the year. To prepare the sites and provide technical assistance, the Categorical Programs Department partners with each CSI/TSI/ATSI school to support them through the collaborative planning process. Sites review their calendars and set dates to engage their Educational Partners through systems such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC), student and teacher leadership teams, Professional Development Team (PDT), town hall meetings, Open House, as well as a variety of events such as Coffee with the Principal. Additionally, parents complete an annual District Panorama Parent Survey, which provides information/input at the district level and at each identified school site. The site describes its engagement process in its SPSA within the section titled “Purpose, Involvement, Resource Inequities.” The LCAP Educational Partner engagement process is aligned with the SPSA development process as many of the members participate in the development of both documents. Additionally, program specialists attend each of the LCAP Educational Partner meetings to listen to concerns, answer questions, and gather input from all partners. Meetings are held at regular and frequent times throughout the school year.

As additional support, each school received a data dashboard that outlines the current data as well as previous years (for comparison). Along with Educational Partners, each school analyzed the data to identify common themes, strengths, challenges, and opportunities for improvement. It is during this time that sites conducted their root-cause analysis and identified resource inequities. The site summarized its data analysis, root-cause analysis, and resource inequities in its SPSA within the section titled “Purpose, Involvement, Resource Inequities.”

In the SPSA section titled “2024-2025 Program Evaluation – Needs Assessment," the schools used qualitative and quantitative data to determine effectiveness and ineffectiveness. The data analysis, root-cause analysis, resource inequities, and evaluation were used to develop new goals and to create the site’s Needs Assessment. The schools developed goals for English Language Arts, Mathematics, English Learner progress, Chronic Absenteeism, Suspension, Parent-Family Engagement, Graduation Rate (High Schools), and College and Career (High Schools). The Needs Assessment and goals informed the development of the SPSA section titled, “LCAP, Title I, and CSI Action Plan.”

Each school site identified as CSI, ATSI, and TSI includes the following requirements in its SPSA: informed by all indicators, including student performance against long-term goals; SMART goals with assigned metrics and expected outcomes.

Once a draft of the SPSA is complete, it is presented over at least two meetings to ensure that Educational Partners have sufficient opportunities to provide feedback and input. Once approved by SSC, the plan is submitted to the Categorical Programs Department.

The Categorical Programs Department reads through each plan to ensure the requirements have been met before submitting the plan to the School Board for approval.

Once the plans are approved, the site will begin the implementation and monitoring processes. These processes are guided by the School Site Council Monitoring Record which requires sites to present the plan again at the beginning of the school year, provide regular budget and data updates, and seek feedback from Educational Partners. The cycle of evaluating and updating their SPSA begins again in the Winter of each school year.

LEA Parent and Family Engagement Policy Development and Distribution

The LEA Parent and Family Engagement Policy is jointly developed and annually reviewed through several meaningful engagement meetings with parents and staff. Once a year, the District surveys (Panorama Survey) parents by seeking their input on Title I services, as well as their overall needs using the data from the Panorama Education Family-School Relationship Survey. The needs are captured in the Parent and Family Engagement Policy, the LCAP, and the LCAP-ESSA Federal Addendum.

Using the information from the Panorama Education survey, the District and the site are able to analyze the results and make note of the trends, strengths, and concerns. This allows the district and the site to garner input and make meaningful changes to the Parent and Family Engagement policy.

School Site Councils are presented with the LEA Parent and Family Engagement policy and are given opportunities to review and provide input on the programs and services of the policy.

In addition, the District Advisory Council (DAC) meets monthly. Members of this council are representatives from each of the schools. Once to twice a year, the agenda has time for the discussion of the Parent and Family Engagement Policy. During this time, representative parents from each school site are given the opportunity to provide input into the programs and services of the policy. We also have a District Advisory Council leadership team made up of members of the DAC who wish to participate. This smaller group meets regularly and they, too, review and give input into the policy. Their input is taken back to the whole group council for discussion and clarification of the policy. The policy is then reviewed by the parent groups where they provide additional input. The policy is then sent to the Board, as needed for approval. The policy is distributed electronically to each parent/guardian at the beginning of the school year. Additional policies are in the front office and on the District's website.

Parent Assistance - State Standards, Assessments, How to Help Their Child, Provide information in Limited English

The district/school site provides multiple avenues for sending out notifications for parents, such as using ParentSquare (parents access to information/flyers), social media accounts, marquees at the site, and all-call phone messaging. Notifications are sent in English and Spanish.

Parents receive information on educational standards, assessments, and instructional practices through several avenues, in a format that is easy to understand and in a language that meets the needs of parents/families. At the various events and workshops, parents are provided with relevant materials to support the continued practice of skills, at home.

The Family Engagement Department provides multiple opportunities that parents can access through their monthly calendar of workshops and events. Using the Family University Catalog/Calendar (2024-2025) as a guide, parents can access the various workshops (over 100 sessions) at the district's community engagement centers, family resource centers, school sites, or virtually. These trainings continue the work of supporting student academic achievement and college and career readiness. Topics included are: Programs within the district, how to navigate resources, including college access, Literacy, and Math content to help your child, and Parent Project and Leadership training. In addition, there are workshops for parents and guardians to understand the technology their child uses and the importance of understanding the harm of copyright infringement. During the 2024-2025 school year approximately 3,400 family members attended the various offerings, as of April 2025.

Each school site provides specific parent training on topics through meetings such as Coffee with the Principal type meetings, town hall meetings, Title I meetings, Back to School nights, and school

orientation meetings. Additionally, during the meeting, parents are allotted time to offer comments or provide input to address any challenges they may be facing. The Local Education Agency (LEA) offers various forms of reasonable support for parental involvement activities upon request. This support can be accessed either directly at the home school or through district communication channels. Requests are directed to the relevant department, which will then address them accordingly.

Contributions of Parents As Equal Partners

With the input of parents/guardians, teachers, administrators, and staff, sites gain insight into the value and utility of parent/guardian contributions as well as how to reach out and communicate with parents/guardians as equal partners. Input is obtained through the many meetings that are comprised of parents and community members, such as LCAP community meetings, DAC and DELAC, CAC (Community Advisory Committee), African-American Parent Advisory Council (AAPAC), Superintendent Parent Advisory Council (SPAC), Student Leadership Advisory Committee (SLAC), and Pacific Islander Parent Advisory. Additionally, program specialists attend each of the Educational Partner meetings to listen to concerns, answer questions, and gather input from all partners. Meetings are held at regular times throughout the school year.

Furthermore, parents have access to an online AERIES Parent Portal where they can learn about their student's daily attendance, grades, test scores, Individualized Education Plan, English Learner status, graduation requirements, discipline records, transportation schedule, and lunch application.

Coordination and Integration of Parent Involvement Programs

The LEA and school sites fund personnel who coordinate and serve as liaisons between families and the school site. Parents have indicated, through surveys and input meetings, that it is important for school sites to have a contact person who can be a liaison and direct parents/families/guardians to resources within the city and district. Therefore, the LEA utilizes LCFF/LCAP funds to provide Substitute Parent Volunteer Workers at each school. Additionally, school sites use their Title I resources by allocating funds for Community Resource Workers, School Outreach, Community Relation Workers, Program Facilitators, or Resource Teachers, and/or by providing additional hours to other staff that can work toward meeting the needs of parents/guardians. This also ensures that the site has consistent and personal contact with parents/guardians/families who are available to reach out to parents with resources such as Clothes Closet. Contracts with companies who provide parent workshops and build the capacity of parents are developed with school-specific needs in mind.

SBCUSD coordinates 38 state preschool sites and forty-six (46) preschool classrooms programs within the district on elementary campuses with seven (7) infant-toddler centers and parents have access to parent training throughout the school year.

Parent engagement needs are determined through surveys, discussions, and parent/community observations. Data reflects that parents believe necessary activities include the following: 1) Content/Subject Nights to learn the standards and curriculum, along with strategies in how to assist their child at home, 2) Coffee with the Principal-type meetings where parents can regularly meet with the principal to receive information and/or give input or suggestions, 3) Back to School Nights, 4) Town Hall meetings at the secondary sites, 5) Volunteering in the classroom or other activities, and 6) Providing English classes to assist parents in understanding English so they can help their children with school work. In addition, the Inland Career Education Center (Adult Education) provides multiple classes for parents to earn a GED, High School Diploma, career education training, and access to college.

SBCUSD has a commitment to parents/guardians and to the community and has a Welcoming Resource Center, which has many funding sources including Title I, ESSER, Unrestricted General Fund, etc. It serves as a hub for supporting and empowering families within our community, fostering a sense of unity and providing essential resources for every child's educational journey. The Welcoming Resource Center aims to provide a centralized space that offers a wide range of resources and services to students, families, and community members.

Other activities include parent resource centers at school sites and monthly food distribution centers across the district. Title I also provides resources such as cell phone and car allowances to ensure effective communication with families, as well as home visits.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Targeted Assistance School Programs

2025-2026 -- With the exception of one school site all schools within the San Bernardino City Unified School District maintain schoolwide status. The Alternative Learning Center is an independent study program that provides weekly lessons for students to complete under the supervision of their parents. The majority of the students meet the qualifications of low-income and below-grade level according to the results of local and state assessments. We followed the CDE guidelines for Targeted Assistance programs. Monitoring records are kept of each student ensuring students complete assignments.

Alternative Learning Center (ALC) Targeted Assistance Program

SBCUSD's independent study program provides service for students and families, who for various reasons, choose not to attend a regular school setting. Students in Kindergarten through 12th grade may be served if they fit the criteria for Independent Study. Approximately 93.88% of the students meet the criteria of low academic achievement and are eligible for Free and Reduced Lunch. Due to the nature of the school, consultations with parents happen during the weekly meetings of instruction. Records show progress in meeting the standards, completion of weekly assignments, as well as assessment data, and are maintained for each student.

The goal of the program is to work, in conjunction with parents, to provide an excellent education for each student enrolled. A student's success is based on personal motivation and parental/adult support and assistance. Independent study is required to meet the common core state standards in all areas of education. Therefore, students are required to complete a rigorous curriculum. ALC is using its Title I funds strategically to support students through tutoring, parent engagement, instructional materials, professional development for teachers, and technology. Ensuring that eligible TAS students receive these resources is essential for improving learning outcomes and creating a supportive educational environment.

ALC has a committee of school staff and parents who meet to provide input into the independent study program. Students are identified based on the fact that they are not yet at grade level and are economically disadvantaged.

The learning level criteria for the independent study school is the completion of homework assignments. Approximately 90% of the students are below grade level when enrolled in ALC. Students attending ALC are monitored by their teacher and complete their work assignments each week. Title I funds are used to employ college interns who are available to tutor the students and their parents. Students graduate with a diploma while achieving at standards met or higher on the CAASPP.

Schoolwide Programs

With the exception of the Alternative Learning Center, all schools participate in schoolwide programs. They meet the criteria of 40% of students from low-income families, as measured by Free and Reduced Lunch participation and the development of a schoolwide plan. All SBCUSD schools participate in programs funded through the state's consolidated application process and are required to develop a School Plan for Student Achievement (SPSA). The content of the SPSA must be aligned with goals for improving student achievement and address how funds will be used to improve academic performance.

Each school follows the premise that comprehensive reform strategies are more effective in raising academic achievement, rather than just adding on a variety of services and/or strategies. The process of taking a year to develop a comprehensive needs assessment with relevant Educational Partners, and to develop a comprehensive schoolwide program, is followed by each school site.

The strategies and expenditures outlined in the SPSA are grounded in evidence-based programs/strategies based on data results from an annual comprehensive needs assessment that includes student achievement, as measured by CA Dashboard including CAASPP, ELPAC, and District NWEA results, school site metrics, parent advisory groups' and school staff input, as well as other community Educational Partners' observations. Expenditures based on the site's allocation and coordination of LCFF and Title I funds, are utilized at each site. The School Site Council (SSC) approves the SPSA/CSI/ATSI/TSI plan and sends its recommendation to the School Board, for final approval.

Schools annually evaluate the schoolwide plan, using data from the CA Dashboard, reflecting results from State/District assessments, other student performance data and perception data, to determine if the schoolwide program has been effective in addressing the major problem areas. They answer the question of whether the strategies are increasing student achievement, particularly for the lowest-achieving students. Schools then revise the plan, based on student needs. The results of the evaluation ensure that there are efforts for continuous improvement.

Surveys, such as the Title I Survey, LCAP Survey, and School-Family Relationship Survey have been used to gather input from parents for programmatic concerns, and parent engagement needs. Included in each site's schoolwide program are personnel and related expenditures that provide intervention, professional development, and parent/family engagement activities.

The Categorical Programs Department provides training on key issues addressing federal funding and maintaining effective schoolwide programs. Title I Program Specialists present on a variety of topics including, School Site Council and requirements, leveraging the federal budget to maximize resources, developing the School Plan for Student Achievement (SPSA), evaluation of the plan and effectiveness of expenditures, as well as preparing for state and federal reviews. The Program Specialist role includes individual meetings with site personnel: Principal, Program Facilitators, and Resource Teachers, to coach and provide follow-up training on any areas regarding the use of state and federal money.

Homeless, Foster Youth, and Students Living in Group Homes

Homeless, Foster Youth, and students living in group homes attend school at their home schools. If their living arrangements change, District personnel keep track of any changes in addresses and maintain a procedure for transportation in order for students to remain at their home school, without disruptions.

SBCUSD does not receive Title I, Part A Neglected or Delinquent funding.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Federal and State Law mandate that all school districts annually identify homeless students. SBCUSD provides the Access to Learning for All Students (A.T.L.A.S.) Department to coordinate services for students in foster care and homeless situations, in order to remove barriers in accessing an equitable education.

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Access to Learning for All Students (A.T.L.A.S) department serves and supports students, families, and school site staff. They provide resources such as basic needs, school supplies, referrals to community resources, and mentorship. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance, or academic success, and not stigmatize homeless students.

Identification: Students are identified for Homeless services using the following criteria:

- Indication on the emergency card or AERIES online registration that a student's living situation is other than "single-family residence.
- AERIES online registration immediately informs the A.T.L.A.S. program of students who identify as living in a homeless situation. A.T.L.A.S. district staff then codes the living situation in the AERIES student data information system.
- Self-referral to a counselor, school administrator, or the Categorical Programs Department.
- Counselor or teacher learns of the living situation, through a friend or other person; the A.T.L.A.S. staff is notified and follows up.

Enrollment and Attendance

A.T.L.A.S. ensures that foster and homeless students have access to immediate enrollment and/or school stability. Personnel work directly with students in crisis to ensure that they are provided access to transportation, back to their school of origin (if previously enrolled), either by school bus or public transportation. The department works closely with parents and school sites to ensure that youth have access to mainstream services that promote housing stability, makes certain that the educational needs of students are being met, and barriers to school success are removed, and encourages families and students to participate in school site activities. Students, families, and schools provide assistance in locating and obtaining records, documentation, transcripts, and other resources to ensure immediate enrollment in school.

Multiple funds are coordinated to ensure the integration of services: LCFF, Title I, and District funds. Personnel who are serving students and families through the A.T.L.A.S. department are:

- Student Services Specialist II (7)
- Bilingual Secretary III
- Bilingual Clerk II
- Bilingual Senior Clerk

Success of Homeless Children and Youth Programs that are implemented include:

Addition of a multi-funded Bilingual Clerk who assists in the initial assessment of students/families by phone or by walk- in. The clerk enters data and communicates directly with other departments which include, Nutrition Services to assist with immediate access to free lunch programs, as well as district and site staff to coordinate services, including transportation and enrollment, and assist with providing students with basic needs and school supplies.

Programs that are implemented include:

- After-School and Summer Student Tutorial Programs that provide academic support in all subject areas.
- After-School and Summer Student Enrichment Programs that focus on cultural, social, and recreational activities.
- H.E.A.R.T.S. Community/Mentorship support program for students
- Summer Youth Enrichment Camps provide additional experiences addressing curriculum, crafts, and creative arts, as well as health education.
- Parent-Education/Enrichment Program where parents have access to resources that will assist them with the education of their children.
- Activities and referrals to resources, that address domestic violence, are provided by consultants who train district personnel in the recognition of domestic violence among homeless families.
- Education and information on minimum graduation requirements and access to college and career resources are available.
- Case management and mentorship, to the most at-risk students and families, provides essential support.

In addition, the A.T.L.A.S. personnel collaborate with community and faith-based organizations, various community homeless service providers, regional shelters, food banks and food pantries, transitional living programs, permanent housing programs, youth drop-in centers, and social service providers, among other organizations.

Title I provides resources, such car mileage and cell phone allowance for staff to do home visits.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD has thirty-eight (38) state preschool sites and forty-six (46) preschool classrooms. Additionally, there are seven (7) infant/toddler centers. There are T-K programs at many of the elementary sites, as well as communication with San Bernardino City's Head Start programs. Each site's Parent and Family Engagement Policy lists the transition activities that are applicable to the site and the parents of incoming kindergarten students. Title I Personnel who share in the responsibility for ensuring transition activities take place at school sites include Community Resource Workers, Community Workers, and Program Facilitators, Counselors in addition to Principals.

Karnig Infant - Toddler Success Program

Karnig Infant Toddler Success (KITS) Partnership with Cal State is an infant-toddler program to provide research-based, highly specialized parenting education designed to bring families closer and to optimize brain development so kids are ready for school, have strong self-regulation, and face a dramatically reduced risk of abuse and neglect.

Preschool Students to Elementary

The District's early education programs maintain alignment between preschool curriculums and elementary curriculums. The alignment takes place as core textbooks are adopted. Preschool school teachers and elementary teachers meet to review textbooks that provide a seamless curriculum. As books change, time is provided for both levels to meet and review the changes and their impact on learning. Additionally, assessments of preschool children's academic strengths and needs are made available to the kindergarten teachers at the child's home school. Articulation and smooth transitions from prekindergarten to kindergarten are essential as young learners continue their education. Articulation and transition events are the responsibility of both the early education program and the receiving elementary school.

Transition activities from preschool to kindergarten are the responsibility of the elementary school. Activities can include one or all of the following:

- Kindergarten Orientations where parents and students meet the kindergarten teachers before school begins;
- Preschool students go to Kindergarten rooms for story time and activity time before school is out, in the spring;
- Preschool students have an opportunity to play on the kindergarten playground and use the kindergarten restrooms toward the end of the year.

Elementary Students to Middle School

The transition activities are the responsibility of the elementary school and the middle school. Activities can include one or all of the following:

- Fifth/Sixth-grade elementary school students attend a 1-day orientation at the Middle School;
- Middle School teachers and counselors visit the elementary school and speak to fifth/sixth graders in an assembly or in the classroom setting;
- Parent and student orientations are held before school begins. (Some schools hold orientation over several days in order for students to have an opportunity to meet teachers, understand schedules, visit classrooms in the larger setting, meet other students, and meet the administrative staff.)

Middle-Grade Students to High School and to Postsecondary Education

The transition activities are the responsibility of the middle school and the high school. Activities can include one or all of the following:

- High School teachers and counselors visit middle schools and speak to eighth graders about their programs;
- Parent/student orientations are held before school begins;
- Students, who are promoted from eighth grade to ninth grade, have an opportunity to attend the AVID Summer Bridge Program. (The program gives students a week to attend High School and have a comprehensive orientation, speak and get to know teachers, understand the demands of the High School curriculum, and feel connected to peers before the school year begins. The intent of the program is to assist students and parents as they begin the High School experience, as well as increase the probability that students will graduate in the expected timeline.)
- The GEAR Up (Gaining Early Awareness and Readiness for Undergraduate Programs grant) program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school.
- The Hope Maker program provides high school students with the opportunity to partner with District employees and community leaders who serve as guides to keep students engaged in their education.
- Speakers are invited to attend transition assemblies giving information on the middle school experience.
- Counselors reach out to students and parents with information that guides them through the process of registering and how to maintain open communication with counselors.

High School Students to Post-Secondary

The responsibility to assist students in a successful transition includes high school personnel, and often, personnel from the local college and university.

- College/University trips, during high school, open students to the possibility of post-secondary education.
- Parents receive information about high school graduation requirements during parent meetings.
- Parent advisory groups and individual schools hold meetings for all parents to receive and complete the FAFSA application and other information about college entrance requirements from Cal State University San Bernardino and other local colleges and universities.
- Students have the opportunity to attend Middle College High School and have concurrent enrollment with the local community college.
- Counselors from local colleges visit the high schools to provide information on submitting applications and other general information.
- English classes provide High School seniors with the opportunity to develop an application process for colleges, including the process of applying for scholarships.

Career Technical Educational Programs (CTE)

Each comprehensive high school has a college and career center, which acts as an advisory for college and career readiness. College and career fairs are planned where students can find information about several colleges or career opportunities in one place. In addition, each high school has a Linked Learning Career Academies program, which is an approach to education that transforms the traditional high school experience by bringing together strong academics, a demanding technical education and real-world experiences to help students gain an advantage in high school, post secondary education and careers. The pathways are specific to each high school and encompass micro-Internships, internships, pre-apprenticeships, and apprenticeships. There are 15+ pathway programs such as, Health Science and Medical Technology, Manufacturing and Product Development, Arts, Media, and Entertainment, and Marketing. The program is largely funded through CTEIG and Perkins.

Carl D. Perkins Grant

Annually, the District applies for the Carl DI Perkins grant, which is used to provide necessary equipment for the College Technical Education. The grant funds provide employment training, provide opportunities for collaboration between the students and the involved industries, provide guest speakers, and fund the summer work program within the district.

Community Partnerships

SBCUSD is focused on continuing to strengthen its collaboration with key partners in the region. By working together, we can help today's youth, and young adults, compete in tomorrow's job market. Together, we are setting a course of action for how local government, higher education, and community partners can help local youth succeed beyond high school. Key partners include the following: The University of California Riverside (UCR), California State University, San Bernardino (CSUSB), Loma Linda University, San Bernardino County Superintendent of Schools, San Bernardino Valley College, San Bernardino County, and the City of San Bernardino. All the organizations are working together to lay the groundwork for a skilled, regional workforce that will bring about a thriving and adaptable economy.

In addition, Hope Makers come from both the school and the community to assist students in many different ways, such as mentoring, tutoring, home visits, reading with students, Chronic Attendance Walks, Graduation, positive home visits as well as service on Pathway Advisory Boards.

Summer Enrichment Programs

Summer Enrichment Programs are designed for high school students to have an opportunity to learn about careers and things they enjoy as well as address the distinctive and unique student needs at each step along their educational path toward careers. Programs cover a range of interests, such as in health and medicine or engineering and science. These programs will help in finishing high school and add to a college application. Programs are designed to give opportunities to students who are not able to afford additional educational experiences and are offered through an application process. There are local programs such as Loma Linda University's Discovery Program, and UCR's Pipeline Programs, Programs that are within the United States are also available and have an application process but no costs for attending but require students to study at that school during the time of the summer program.

Summer School:

- Elementary and Middle School Summer school is offered to reinforce grade level standards.
- High School Summer Bridge and Credit Recovery Programs
- Incoming 9th Graders: All high schools offer an in-person Summer Bridge Program for incoming 9th graders only. This program helps students prepare for a successful start to their freshman year.
- Incoming 10th - 12th Graders: Credit Recovery for 10-12th grade students who need to “catch up” on credits to get back on track for graduation will be offered at each high school.
- Superintendents' Summer Graduation -The Superintendent's Summer Graduation program is part of a SBCUSD tradition of giving students every opportunity for success. The five week program, supported by dedicated district teachers, counselors, classified staff and Secondary Education department program specialists invites students to complete courses needed for their graduation requirements without missing the pursuit of post high school college and career goals. Courses are completed online with the in-person support of staff. The program culminates in a cap and gown graduation ceremony.

Recruitment Fairs, i.e. United College Action Network, Inc. (U-CAN), Sacramento, CA held at high school sites in order to encourage students, who are at-risk, to plan for college admission and graduation.

Addressing Dropout Rate

Alternative and Continuing education programs in SBCUSD provide educational services for at-risk youth at 3 school sites; San Andreas High School, Sierra Continuation High School, and Alternative Learning Center for Independent Studies. The goals are aligned with the LCAP and School Plan for Student Achievement. Data, related to academic achievement, attendance, and behavior, are collected and used to drive the education decisions that determine what opportunities would be the most beneficial for students who are at risk of dropping out. Additional interim testing occurs through the use of SBAC interim assessments, locally developed benchmarks, and curriculum-embedded assessments.

Agreements are made with agencies that can support students in creating safe and inclusive schools, which include services for transgender students as well as the LGBTQ+ community. School sites, (ex. San Andreas) have been able to provide planning collaboration time for staff in order to strategize the best services for their at-risk students and plan how to extend the services already in place to meet any new needs of the students.

Multilevel reform strategies are in place to assist in reducing the dropout rate after early identification and support for struggling students. These include but are not limited to:

- Zero periods, summer school, superintendent graduation class after credit recovery sessions, online credit recovery programs, four (4) and five (5) year graduation plans, summer bridge programs, increase in the number of support classes and teachers-focused on the area of mathematics, CTE pathways, as well as increased dual enrollment for the high school/Community College classes.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Gifted and Talented Program (GATE)

Identifying and serving gifted and talented students

The District's Gifted/Talented Programs and Advanced Learning Options programs, do not receive Title I funding. However, school sites provide direct services to students in the programs by utilizing personnel who are multi-funded, through various funding sources in addition to Title I funding. School-level Title I positions, such as program facilitators and resource teachers assist with identifying and providing direct services for students who are identified as GATE or are high-achievers. Strategies that provide enrichment classes or after-school opportunities for different activities are applied. In the same way, Title I and Title II funds are used to provide teachers with professional development that focuses on specific strategies used with differentiated instruction, problem-based projects, and building rigor in instruction.

Library Programs

At the elementary level, the standard position for each school is a District provided 3-hour library assistant, who can provide library services for students, teachers, and parents. The responsibilities include management of the collection of books and materials, and assisting students and parents with digital resources.

School sites may use Title I funds to provide an additional 1-4 hours of library assistant time in order for them to provide direct services such as read-alouds to students during library visits or in their classrooms, assistance to students in finding resources for research papers, and to give book or author talks as students come to the library, or to provide library assistants in the classrooms. Each school's library is wired for internet access. Textbooks, e-books for reading, and internet research are available in a digital format.

At the secondary level, each site has a District funded certificated librarian who maintains the library collections and assists students, teachers, and parents with library access. Each school's library is wired for internet access. Students have access to textbooks, ebooks, academic databases, and apps that allow students to explore learning in creative ways.

Extended Learning Outside the Classroom

Title I educational extended learning (field trips) is used to bring balance to the curriculum and is integrated into the content to become another instructional tool. SBCUSD students are provided opportunities to visit museums, performances, and children's science centers that have a natural fit with science. Teachers submit extensive paperwork when planning for Title I learning opportunities that align with each site's School Plan for Student Achievement.

Centralized Services:

Centralized Services provides additional support for teachers and administrators under two goals.

District Goal #1 (Teaching and Learning, Staffing, and Professional Development)

- District Research Analyst to support all schools by providing student data to sites and teachers.
- Director and staff to support the implementation of programs
- Director and staff to implement Family Engagement activities and resources.

School Goal #2: Provide direct service, instructional support, and professional development to support schools.

- Evidence-based instructional strategies, supplemental curriculum development, school climate, and data disaggregation for instructional staff.
- Increase learning opportunities
- Data analysis services, software, and training for assessment of student progress.
- Teacher professional development activities
- Student Support Staff and Student Services/Recovery Specialist to provide students resources to help them access the school program.
- Support Services for Homeless and Foster Youth.

Instruction Departments:

- A designated administrator provides individual coaching and mentoring to teachers and administrators on Early Literacy to further refine skills learned in professional development.
- Program Specialists provide technical assistance coaching as well as additional professional development in core content.

Categorical Programs:

- Administrators and Program Specialists provide peer coaching in developing the site-level budget, schoolwide programs, and writing the School Plan for Student Achievement.

Accountability and Educational Technology Department:

- Program Specialists provide technical assistance and further professional development in how to analyze assessments to determine the next steps, based on the results. Furthermore, they assist teachers in how to integrate technology in lessons and lesson delivery.

Staff receive car mileage allowances, enabling them to use their personal vehicles for work-related purposes.

2024-2025 EVALUATION OF TITLE I SERVICES

Based on the evaluation of the CA Dashboard, SPSA, needs of the District's targeted schools, teacher, and administrator, and District Advisory Councils' input, the following Title I activities were presented and evaluated. Each activity has proven to be successful and will continue. The activities included:

- A.T.L.A.S. Staff and support activities for Homeless and Foster Youth
- Family Engagement staff and parent workshops
- Program Specialists in Accountability and Education Technology

- Categorical Program Staff and Program Specialists
- Continue providing Program Specialists to support Professional Learning for teachers
- Instructional materials were necessary and an appropriate expenditure

EQUITABLE SERVICES TITLE I PART A

Timely and Meaningful Consultation

As required by Title I regulations, timely and meaningful consultations occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, their teachers, and their families to participate in Title I programs, and continues throughout the implementation and assessment of activities. The primary purpose of Title I is to provide supplemental educational services to disadvantaged students in high-poverty public school attendance areas. The Title I funds are expended to implement academic, research and results-based programs that help students improve their academic achievement in the regular private school classrooms.

Strategies included in the plan

- Partnership with Catapult Learning provides intervention services
- Books, materials, and equipment necessary to implement the Title I program
- Pull-out Services
- Summer programs

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title I, Part D funds.

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Professional Growth and Improvement

SBCUSD is a large urban area where 91.3% of the students are low-income and, consequently, need greater access to effective teachers, principals, and other school leaders. The District's approach for fostering effective instruction revolves around empowering the teaching staff. By leveraging the various sources of funding, SBCUSD can provide an exceptional array of professional development offerings to strengthen the foundation for long-term success of teachers, principals, and other school leaders, empowering educators at all levels—whether they're just starting out or stepping into leadership roles—with targeted professional development. To supplement that professional development, Title II funds are used for coaching and contracted services for the designated CSI, TSI, ATSI, and Focus schools.The focus is always on reducing the disparities in academic

achievement. In 2025-2026, the professional development focus is CORE and Professional Learning Communities.

The district continues to anchor the professional development on evidence-based strategies and using research from John C. Hattie.Focusing professional development on an understanding of Teacher Clarity and Teacher Efficacy as well as the implementation of strategies has had an impressive effect on the instructional program. Teaching that is forthright and fair increases student learning.

SBCUSD is committed to prioritizing meaningful growth and development among educators. We have found that evidence-based strategies can be transformative in helping teachers refine their practice, impact student outcomes in a positive manner, and stay informed about effective teaching methodologies.Therefore, we will continue to focus on the understanding and implementing evidence-based strategies and basic concepts, such as:

- Teacher Clarity
- Teacher Efficacy
- Identifying Concepts and Skills
- Sequencing Learning Progressions
- Elaborating Learning Intentions
- Crafting Success Criteria
- Modifying Learning Intentions to Include Language Expectations
- Determining the Relevance of the Learning
- Designing Assessment Opportunities
- Creating Meaningful Learning Experiences
- Establishing Mastery of Standards
- Reflective conversations
- GAP Closing Strategies and Teaching

DATA Sources That Guide Professional Development

District formative and summative data reinforces whether students are learning at the expected rate, or determines if there is a need to provide professional development in areas of need and priorities. By analyzing various pertinent data sources, SBCUSD staff can determine the highest needs and prioritize the topics. By placing importance on school-level data, District staff understands the capacity of the school staff, their knowledge and skill level, as well as the gaps and strengths.

The data that assists in determining the picture of needs is:

- California Data Dashboard

- Local assessments (NWEA, SBAC Focus Interim, and Early Literacy Screener (MClass Dibels).

- Data from the school site includes: Regular walk-through observations, Teaching and Learning Plans, Surveys, School Plan for Student Achievement, Evaluations of Professional Development sessions. English learner portfolios, and curriculum embedded assessments.

SBCUSD'S Professional Development Department model comes from the assumption that teachers do not simply believe that students are taught, but to ensure they learn. This simple shift from a focus on teaching, to a focus on learning, has been an established goal and practice over the past several years. Course objectives fall within the following areas:

- Active, Successful Student Participation
- Evaluation and Feedback Student Progress
- Improving Student's Academic Success

- Instructional Strategies
- Policies, Operating Procedures and Requirements
- Professional Communication
- Student Discipline
- Time and Materials

Each spring, every SBCUSD principal, alongside the Educational Services team, develops a Teaching and Learning Plan (TLP) that outlines the professional learning focus, calendar, content, and resources for their site. The plans are developed to support the district-wide problem of practice for elementary and secondary school sites. The 2025-2026 TLP will focus on engagement in literacy and numeracy for elementary school sites and on higher-level questioning in mathematics for secondary school sites. The individual site TLPs recognize individual school context and the specific needs of educators at the school in relation to the problems of practice. School sites work to document their coaching cycles through their TLPs and reflect it in the professional development calendars for the year. As principals attend the monthly Administrator Leadership Institute (ALI) throughout the school year, they reflect on the progress they are making with their school sites in addressing the TLP by utilizing the data systems related to academics and climate, and school culture. As needed, adjustments are made to the TLPs to reflect a responsive learning cycle.

LEA Measures Growth and Improvement of Professional Development Plan

Professional development consists of District and/or site-level conferences, as well as professional speakers who address specific needs. The goal of all professional development is to provide additional coaching and follow-up, in order for strategies that are obtained to be established before formal structures are released, and teachers can continue practicing as well as developing their teaching skills. Additionally, weekly contractual time is set aside for teachers to meet in grade levels/departments to discuss the results of assessments, lesson planning, and lesson delivery, and to confer with their colleagues in planning the next step of instruction.

Considerable thought is given to the focus and time within the design and structure of all professional development offerings, in order to sustain the PD learnings, embed strategies and learning into real practice, differentiate for teacher strengths and provide adult learning theory that is active and varied.

The LEA measures growth and improvement by regularly analyzing data from the following metrics:

- PD Surveys of Teaching and Learning Plan
- Biannual District-wide Instructional Rounds
- Monthly Cluster Learning Walks

Description of how SBCUSD supports principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

The professional development plan covers support for Induction-teachers, ineffective teachers, misassigned teachers, beginning teachers, seasoned teachers, new administrators, aspiring administrators, classified classroom staff, and specialized programs staff. Listed is a partial list of the courses that teachers and administrators use to continue their professional growth from the beginning of their careers through advancement opportunities.

No more than thirty (30) days from their start date, novice teachers are assigned coaches/mentors to provide them with one hour or more of coaching support each week. To ensure equitable support of our district schools, full-time release mentors/coaches are assigned to schools achieving at the lowest levels (highest priority schools).

Teacher Induction Program (TIP)

The Teacher Induction Program is designed to offer support for beginning teachers who have finished a credentialing program and who currently hold (or have applied for) a preliminary Multiple Subject,

Single Subject, or Education Specialist's credential. Research identifies the need to provide beginning teachers with focused induction support that is at a sufficient level of intensity to make a difference in the performance, retention, and satisfaction of the participating teachers.

The vision for the Teacher Induction Program (TIP) is to prepare and support new teachers through a comprehensive mentoring program. The district's mentoring program matches novice teachers with skilled and effective teachers who coach and model how to create a safe and welcoming environment in which all students can learn and succeed. With their mentor, teachers develop an Individual Learning Plan (ILP), which outlines their goals and captures their professional development activities, as well as their growth and development as they work toward meeting their goals during the 2-year induction program.

Peer Assistance Review (PAR)

PAR consulting teachers provide one-on-one coaching support, which is confidential and tailored to meet the current needs of the teacher, including the ineffective teacher. Teachers can self-refer or request assistance due to grade level changes, or administrators can request a teacher enroll to further refine their skills. In both situations, PAR consulting teachers are available to assist with requests.

The PAR consulting team meets frequently with assigned teachers, and assists with formal lesson planning, implementation of lessons, and reflection on success. Furthermore, the consulting teachers select demonstration classrooms for observation and then serve as the coach until the implementation of effective strategies is established.

Noyce Scholarship Program

To provide Noyce scholars with an opportunity to earn $10,000 per year while they earn their math or science degree, leading to a single-subject teaching credential. Noyce scholars will participate in observations and supervised teaching in the District, be mentored by a master teacher and other District staff and by CSUSB science and education faculty, network with fellow scholars and experienced teachers, and gain experience working with teacher leaders in District secondary schools.

Building the Capacity of All Teachers

Professional Development is provided by the Curriculum and Instruction Departments**,** Equity and Targeted Support Achievement (ETSA) Department and the Multilingual Department.

The District provides New Teacher On-Boarding Orientation professional development during the first year of teaching in the district. Activities and PD sessions are outlined in the Teacher Onboarding Activity Guide.

Various sources of funding used to allow Coordinators and Program Specialists (Curriculum and Instruction Departments) and a Principal on Assignment (ETSA) to provide additional professional development and coaching by using their expertise on curriculum, best first teaching strategies, content, Neurodiversity strategies, and assessments and monitoring progress. Topics include all core subject areas, physical education, technology, and English learner strategies.Title II funds provide program specialists who can deliver presentations and coaching for identified CSI,TSI, ATSI, and Focused schools. One designated Vice Principal Coach (Central Office) acts as the administrative coach for administrators.

Adding in the coaching piece allows the teacher to deepen and extend their skills. In addition, teachers have the opportunity for learning how to implement the strategies and how to give students a variety of feedback. Cluster Walkthroughs garner information on the implementation of professional development that helps the Program Specialists understand what needs to be a part of the follow-up training.

Educational Services (Curriculum and Instruction, Multilingual, Special Education, and Equity and Targeted Support and Achievement) come together in the spring and summer to review the data and discuss the needs of the teachers in content understanding and in the skill of teaching for all, students with special needs, cultural, racial, and linguistic differences; those from low-income families; and those in foster care. By planning together, they map out the sessions in which they will co-train. Using the equity lens, the core content is not taught without strategies given to teach the content, but the co-trainers also address strategies that will increase outcomes for all students, including those who can easily slip through the cracks.

Demonstration Classrooms

Demonstration Classrooms serve two purposes: 1) to develop teacher leadership skills, and 2) to provide a classroom where teachers can learn from colleagues.

TK through twelfth grade Demonstration Classrooms support teachers in perfecting their teaching skills.T K-12 program specialist teachers demonstrate their expertise in content areas, as well as an array of instructional strategies. They also provide an equity lens that illustrates how to teach theState Standards to all students with cultural, racial, or linguistic differences. The majority of our students are from a disadvantaged socioeconomic background, homeless, or in foster care. Therefore, having a classroom with “the same” students, validates that good first teaching makes the difference. Demonstration classrooms exemplify how students can have multiple opportunities to explore their creativity, solve problems, and use critical thinking skills to analyze thoughts, ideas, and concepts.

District teachers are offered the following opportunities to visit and meet with demonstration teachers who can assist them in building on their own strengths, as follows:

- There is an open invitation for all teachers to visit classrooms to observe lessons.
- Support is given for the development of lessons, implementation of performance tasks, or help with any other component in the curriculum.
- The program provides Videos, Vimeo, and YouTube of Demonstration Teachers at different grade levels.
- Teachers can observe classroom management, using PBiS strategies that foster the collaboration components of good first instruction.
- Providing an understanding of how to manage classroom materials.
- Providing ideas for the fostering of communication and collaboration among scholars and curriculum.
- Providing professional development for all content areas.
- Providing coaching and mentoring for new teachers.

Special Education Training

Special Education professional development is designed to support special education teachers in providing strategies that scaffold learning for students, along with an understanding of policies. The weeklong training is offered, throughout the year, based on District needs. The training content includes IEP preparation, autism spectrum disorder, psychological services, collaborative teaching, and the District’s basic curriculum.

Technology Training

The Assessment and Educational Technology Department supports school sites with multi-funded Program Specialists who work with teachers in how to integrate instructional technology and district initiatives into daily lessons, including how to select appropriate devices for instructional needs. Teachers receive coaching and ongoing professional development throughout the year. Additionally,

each school site has a “site educational technology coach” (SETC) who is trained by the program specialists on how to implement instructional technology into daily instruction. The program specialists and SETCs engage in professional learning cycles that demonstrate effective practices for using these tools in the classroom.

Guest Teacher Training

Ongoing professional development activities that improve the knowledge of certificated guest teachers in the areas of academic content knowledge, including early literacy and numeracy and understanding the curriculum and improved teaching practices are addressed. In order to retain effective guest teachers within our district, a program specialist committed to working with guest teachers, in focused coaching/lesson planning sessions after the initial orientation, is an ongoing need. The mentoring program, supported by district funding, is a result of a need that was found in monitoring the success of guest teachers and the longevity of time within the district.

Collaboration Day Professional Development Day (Agreement between San Bernardino Teachers’ Association and San Bernardino City Unified School District)

With the exception of special schools, weekly collaboration days are scheduled in all elementary, middle, and high schools. Certificated staff participate in teacher planning, collaboration, development/implementation of the SPSA, the analysis of student achievement data, and integration of professional development concepts into the instructional and educational program.

Conferences

Quality learning comes from various sources of expertise, including those experts who speak at conferences. Recognizing that attendance at conferences can be motivating, as well as a learning opportunity, federal, state, and local funds are used to benefit teachers’ knowledge. Attendance at conferences has shown to be motivating, assists in staying current in one’s own field, offers the latest research, sees new approaches to real problems, and contributes new ideas. Teachers attend conferences that cover the following topics: assessments, leadership development, instructional strategies, positive environment and culture, and subject matter content.

Contracted Service Professional Development

The district understands that there are speakers who have expertise in a district focus who may not be within our district staff. Therefore, contracted/consultant services for instructional professional development may be utilized for professional development that coordinates with the district/school needs in order to augment the instructional practices of the teachers or administrators.

Leadership Roles Within the School Site

Many teachers want to take on a leadership role at the school site while remaining in their classrooms. Having teachers at the site assume leadership roles, also builds in shared accountability with all staff members. For those who want to stay in the classroom, there are site-funded, grants, and Title I funded duties that promote leadership skills, such as Program Facilitators, Resource Teachers, and Teachers on Assignment who facilitate professional learning communities (PLC). Support teachers, master teachers/mentors, demonstration classroom Program Specialists, department chairs, principal designees, and opportunities to serve on committees/parent advisory

groups are available opportunities. In addition, National Board-Certified teachers become mentors and academic coaches while remaining in the classroom.

Leadership Roles Within the District

Many teachers believe they want to make a difference while serving in other leadership roles that lead to an administrator position. At SBCUSD, there are opportunities to move from the classroom but stay in touch with the school site and teachers. The active federally funded leadership roles include Program Facilitators, Program Specialists, Resource Teachers, Support Teachers, Academic Coaches and Literacy Coaches.

Demonstration Classrooms: Peer-Led Professional Development

Demonstration Classrooms serve two purposes: 1) to develop teacher leadership skills, and 2) to provide a classroom where teachers can learn from their colleagues, thus bridging the gap between professional development and classroom practices.

Kindergarten through twelfth-grade demonstration classroom Program Specialists invite other educators to observe and ask questions about how they can perfect their teaching skills. The classrooms are open, for visiting teachers, each day of the school year. K-12 teachers demonstrate their expertise in content areas as well as an array of instructional strategies. They also provide the equity lens that illustrates how to teach the Common Core State Standards to all students with cultural, racial, or linguistic differences. Demonstration teachers are recorded while teaching, and videos are then placed on the District's website for all teachers to access. Demonstration teachers also take part in mentoring and working with teachers in developing lesson plans and lesson delivery.

Aspiring Administrator Program (APP)

The Aspiring Administrator Program is a cohort-based professional growth program for successful Vice Principals and other staff in SBCUSD and current administrators in other districts who aspire to assume the role of an administrator in SBCUSD. Participants deepen and strengthen their leadership capacity through professional development sessions, practice, reflection, and mentorship. This professional growth program takes place over a course of a seven (7) month period.

Principal/Director Professional Growth - Administrator Leadership Institute (ALI)

The Principals' professional growth series are held throughout the year to build their capacity in leadership, including Professional Learning Communities, coaching, and safe learning environments. There is an emphasis on leadership to build capacity for culturally competent leaders and leadership teams who can guide teachers/staff in differentiated teaching and learning.

Throughout the year, including a Summer Learning Program, various topics and professional development opportunities are scheduled for principals. Included in the training are sessions on how to build a Teaching and Learning Plan, which details the work of the site plus the specific professional development needs of the site. In turn, curriculum and instruction departments use the plans, in order to plan for site-specific professional development. As an additional layer of support, Cluster Leads provide seamless assistance to administrators.

New Administrator Onboarding
During the month of onboarding, new administrators have a series of training, which includes: SPSA development, budgeting categorical and state funds, personnel contracts, personnel issues and how to anticipate complications, understanding how to access each of the departments, understanding the professional development for teaching staff and the expectations for implementation, as well as spending time with cabinet members. In addition, there is a portion of the onboarding process that allows new administrators the time to shadow their peers before beginning their assignments.

New Principal Support

First-year principals engage in a self-assessment of their strengths and areas of growth, based on the District's leadership framework. Each new principal receives individual coaching from an assigned colleague/mentor for the first three years. The coaches' role is to provide new administrators with insight into meeting the challenges of their new position. Coaching topics include; supporting instruction and change management, creating a culture of learning and positive behavior, and developing systems that align with District Initiatives.

In addition to the new principal colleague/mentor coach, a designated Principal Coach, focuses on conducting classroom walkthroughs to observe strengths and areas of growth, provides timely and meaningful feedback, and assists the principal in coaching their teaching staff. The Principal Coach will also assist in developing solutions with new principals as they face the complexities of the position.

Administrator Induction Programs/ Clear Administrative Credential Program

Administrative Services Credential is a two-year, competency-based, job-embedded leadership development program that leads to a clear administrative services credential. Candidates engage in 70 hours of professional learning. 40 of the hours are spent working directly with a coach and 30 are engaged in professional development. Each participant engages in a 2-year Problem of Practice inquiry. This inquiry focuses on the instructional and/or systemic issues that school leaders address at their school sites. The purpose of the professional learning exercise is for professional growth as an education leader and to use the inquiry problem-solving cycle. Additionally, candidates demonstrate mastery over each of the California Professional Standards for Educational Leaders.

Principal Coaching and Mentoring

SBCUSD offers principals, in need of assistance, several opportunities for coaching and mentoring. District Principals who have been successful have been appointed as Principal Coaches and assigned to coach and mentor principals in need of assistance. New principals receive two (2) years of Transformational Leadership Coaching, provided by an experienced, highly effective Principal or Director Coach. Schools identified as "Focus Schools" based on long-term low levels of student achievement have been provided with additional support from a Principal on Assignment Coach, as well as PLC advisors and CORE early literacy advisors.

Vice Principal Coaching and Mentoring

Vice-principals have unique learning needs based on their experience which often brings a lack of clarity about the role of the vice principals. SBCUSD offers vice principals, several opportunities for coaching and mentoring. A designated Vice-Principal Coach, funded through Title II, focuses on conducting classroom walkthroughs to observe strengths and areas of growth, provides timely and

meaningful feedback, and helps in developing solutions with new vice-principals as they face the details of the position. The program provides an opportunity (similar to teachers) for vice-principals to meet with their peers to discuss instructional leadership, building relationships, the Teaching and Learning Plan, and the role of the SPSA (including budget and implementation).

Vice Principal/Coordinator Professional Growth - Administrator Leadership Institute

The Vice Principal/Coordinator professional growth series is held throughout the year, in order to build capacity in leadership, including Professional Learning Communities, increasing student achievement, coaching, and safe learning environments. There is an emphasis on leadership to build capacity for culturally competent leaders and leadership teams who can guide teachers/staff in differentiated teaching and learning. Each new vice principal receives individual coaching from an assigned mentor for the first two years. Coaching topics include supporting instruction and change management, creating a culture of learning and positive behavior, and developing systems that align with District Initiatives.

Meaningful Evaluation of Professional Development and Improvement

Evaluation of the professional development system begins with the understanding that the question we need to answer is “How is it making a difference in student achievement?” It is a matter of tracking the evidence that shows there is an impact on student success. San Bernardino City Unified School District tracks evidence by analyzing state and local assessments. The goal of professional development is to increase student achievement in all areas. As assessments are analyzed, trends showing gaps in achievement in grade levels, student groups, and content knowledge are evident.

District staff reviews the results of Cluster Walkthrough data, Teaching and Learning plans, and the School Plan for Student Achievement. By linking professional growth expectations and implementations directly to planned training, the staff understands what has been put into practice, what hasn’t been fully implemented, and what strategies need to be learned. In addition to student and teacher implementation data, the evaluations that are written, following each training, are used to ensure the needs of teachers are being met.

As a result of monitoring and the evaluation process, during the last four years, the district has continued to build on several practices that are in place to assist teachers in the full implementation of strategies as follows:

- The District evaluates the usefulness of trainings and training materials and makes adjustments to fit current climate and need.
- Title II professional development presenters also serve as coaches and are focused at school sites, the majority of their time.
- Principals, coaches, and teachers meet to summarize and plan the next steps in solid implementation.
- Teaching and Learning Plans and the School Plan for Student Achievement (SPSA) address the implementation status of strategies learned, giving district staff an insight into the needs of specific sites, so district staff can include the topics in their annual plan.
- Additional academic coaches work at specified sites to support teachers with further coaching.
- Demonstration Classrooms bridge the gap between training and real-life classrooms.
- Better alignment is in place between all offices that provide professional development.

Ongoing Centralized Support: A core component of the District-Level CSI/TSI/ATSI plans is building the capacity of educators, staff, and administrators through professional development. Professional development will be provided to CSI/TSI/ATSI schools and staff that support them on evidence-based topics such as Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), Professional Learning Communities (PLC), Teacher Clarity as well as Teacher Efficacy, using data such as NWEA to inform teaching and CORE Coaching. Educators, staff, and administrators will have the opportunity to attend various interactive workshops at the District and Site level, including one-on-one coaching sessions, and theme-based workshops held either in-person or virtually.

2024-2025 EVALUATION OF PROFESSIONAL DEVELOPMENT

Based on the evaluation of the CA Dashboard, SPSA, needs of the District's targeted schools, teacher, administrator, and District Advisory Councils' input, the following professional development modules were presented and evaluated. Each topic has proven to be successful and will continue. The modules included:

- New Principal Coaching
- PLC and Leadership Coaching
- CORE Coaching
- NWEA PLC

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

Currently, SBCUSD has fourteen (14) schools identified under School Improvement . One (1) school is identified as Comprehensive Support Improvement (CSI), three (3) schools are identified as Targeted Support and Improvement (TSI) and ten (10) are identified as Additional Targeted Support Improvement (ATSI)

Process for determining Title II, Part A funding

SBCUSD determines and prioritizes Title II-funded services by addressing professional development needs based on the California State Department of Education's identification of CSI/TSI/ATSI school sites. Additionally, SBCUSD has identified focus schools that are at-risk of being identified as CSI/TSI/ATSI. CSI/TSI/ATSI school sites do not receive an individual allotment of Title II funds. The district works under the premise that the funds are centralized and the services are given to the school site.

Funding is prioritized for CSI and TSI and Focus schools

The District prioritizes funds and services for improvement activities, which target support at the knowledge and skill level of the administrators and teaching staff. All schools receive LCFF funding and Title I funding to strengthen educational programs. Title II funds are earmarked for professional development activities geared toward administrators and the teaching staff at CSI, TSI, and Focus school sites. Leveraging funds with LCFF and Title I funds, Title II allows the district to strategically provide additional literacy and numeracy training and coaching intended to build the capacity of the teachers and school leadership which meets the criteria of the designated gaps found on the CA Dashboard.

Central office program specialists provide professional development and coaching assistance to all CSI/TSI/ATSI and focus schools. Identified schools develop comprehensive needs assessments, identify targeted needs, and develop Schoolwide and Comprehensive Support and Improvement plans in order to build teacher and administrator capacity. Professional development is delivered as well as an understanding of how to monitor and evaluate programs based on the identified needs of each site.

Identifying needs of CSI and TSI sites.

When schools are identified as CSI or TSI schools, the district determines the areas of need and gaps based on a root cause analysis conducted with input from our Educational Partners, including site administration, teachers, support staff, parent councils/committees, and community members with relevant expertise. The results of this analysis are used to determine specific research-based actions, including professional development, to address the identified need. In addition, methods for evaluating the implementation and impact of these actions are selected. This data is analyzed quarterly so timely adjustments to the improvement plan can be made.

Following the analysis. the essential element of support to sites is determined and establishes a strong and focused professional development model that considers progress monitoring and alternative strategies to meet the gaps for at-risk students. Funding and services are prioritized and met through professional development, coaching, and monitoring of implementation. These actions and evaluation methods are included in the School Plan for Student Achievement under the SPSA section titled, "Purpose, Involvement, Resource Inequities," staff and parents emphasize the identified needs, resource inequities, and professional development needs.

Meaningful Consultation for Title II-Professional Development

SBCUSD values the contributions and involvement of all partners: principals, teachers, other school leaders, paraprofessionals, specialized instructional support personnel, parents, and community partners, including organizations or partners with relevant and demonstrated expertise in programs and activities. The commitment to the goal demands meaningful consultations by means of holding updates with LCAP community meetings (meeting several times through the year), District Advisory Council (three (3) times per year), Board meetings as well as other relevant district advisory meetings. Along with the face-to-face meetings, SBCUSD garners feedback through various surveys and personal contacts.

Prioritizing of Title II-Professional Development

Ongoing discussion indicates that the following are the high-priority areas in professional development: 1) academic coaching for support to teachers and 2) professional development at both elementary and secondary schools. Additionally, district staff provide guidance and supervision of leadership and regularly conduct Cluster Walkthroughs to monitor the implementation of professional development strategies and coaching services. Next steps and feedback are provided to the site leadership.

Evaluation and Monitoring

Data used to evaluate the services and strategies contributing to positive outcomes includes:

- CA dashboard,
- Cluster Walkthrough data
- NWEA assessments

Sustainability for activities

Guidance from the state frameworks is used to develop appropriate professional learning for teachers, administrators, and other school leadership. The District's approach includes ongoing, sustained capacity building and feedback to help teachers reflect on their instructional practices and use student formative and summative data to adjust their instructional delivery. School sites do not receive an individual allotment of Title II funds. The district works under the premise that the funds are centralized and the services as a result of those funds are provided to the school site.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following Educational Partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these Educational Partners.

San Bernardino City Unified School District (SBCUSD) believes it is essential to invest in high-impact activities that increase the capacity of its teaching workforce. Promoting equal access is a central goal of SBCUSD policy. The continuing reality of learning loss during distance learning, added to the already significant academic needs of students not meeting grade-level proficiency, requires us to accelerate the strategies and opportunities for teachers and leadership staff to receive the most effective professional development program possible.

The Title II plan emphasizes a strong and thoughtful approach to addressing student achievement disparities. By strategically placing program specialists with expertise in reading and mathematics, the plan aims to build capacity for professional development while ensuring continuity in implementation. This type of structured approach is vital in driving meaningful and sustained improvements across the district.

Coordination of Title II activities with related strategies

Administrators, teachers, students, and parents provide input throughout the year through a variety of surveys, community meetings, advisory groups, site visits, classroom observation, and focus clusters that provide input on the greatest needs of students and teachers.

By leveraging LCFF funds with Title I and Title II, we can further the goal of assisting our schools and District to better serve low-income students and improve teacher and administrator quality. Title II

funds are used to augment professional development opportunities for CSI/TSI/ATSI and Focus schools, and will be the prime resource in moving instructional practices forward year to year. By utilizing LCFF and Title I funds, classified staff and parents can be included in the learning which provides a well-rounded base for student learning. Also, it is through these same combined resources that influence the strength of the strategies for teacher recruitment and retention, such as the career ladder for paraprofessionals and other staff members interested in entering a teacher credential pathway.

Data used to update and improve activities

SBCUSD supports Title II professional growth and continuous improvement by analyzing multiple measures of student outcome data ranging from California Dashboard, Cluster Walkthroughs, and NWEA data. Additionally, data from surveys, SPSA information, and Educational Partner input provides added evidence concerning the professional development and growth needs of the teacher. Using the model "Plan-Do-Study-Act" (PDSA) cycle as a continuous improvement model proves to be successful in the development and implementation of action plans to support the work of Title II for the CSI/TSI/ATSI and Focus schools.

Professional learning and leadership staff analyze annual measures of program outcomes related to teacher professional development initiatives. The meaningful analysis includes evaluations, walk-through observations as well as discussions with the San Bernardino Teachers' Association (SBTA). The data are used to guide programmatic changes and professional development opportunities for program staff. Advisory and community meetings compose a working group that comes together throughout the year to offer input for closing any instructional performance gap. The result has been a commitment to creating structures, programs, practices, and activities which have been designed to balance access for all teachers and promote success. Furthermore, district staff meets monthly to examine priorities, adjust activities, and determine action steps based on relevant information and data.

Ongoing consultation to update and improve activities

Throughout the year, meaningful ongoing consultations with all Educational Partners are part of the continual process to ensure all input is honored. Teachers, administrators, paraprofessionals, specialized support personnel, non-public representatives, parents, students, and community members are the relevant groups who offer their expertise in programs and activities designed to meet and drive professional development outcomes. Meeting minutes and notes are part of the discussions that district-level staff include in their planning of a well-balanced professional development and recruitment program.

Sources of Data to Evaluate Title II Part A

The sources of outcome data that are used to monitor and evaluate Title II, Part A activities are student data and classroom/school data, derived from the NWEA assessments and the Cluster Walkthrough process.

Student data consists of California dashboards, Surveys, and student advisory group input. School and district staff meet monthly to discuss and analyze data to ensure that students are progressing as expected and if not, to plan the next instructional steps needed

Classroom/school data consists of the California dashboard, SPSA goals and evaluation, Cluster Walk-through observations, and feedback, in addition to parent input from parent meetings. School staff work alongside district staff, analyzing their data to look for the educational gaps in either the teaching process or the expected student growth.

Grade-level/Department meetings are held on a monthly basis and include time for the analysis. In addition, site-level leaders meet weekly to discuss and plan for the specific needs of teachers.

Furthermore, federally funded staff complete Time and Effort logs ensuring that program requirements and services are meeting the educational needs of the students and the professional growth needs of the teaching staff, three times per year. Records are monitored after each of the selected months to confirm that program requirements are met

SBCUSD values the contributions and involvement of all partners: principals, teachers, other school leaders, paraprofessionals, specialized instructional support personnel, parents, and community partners, including organizations or partners with relevant and demonstrated expertise in programs and activities. The commitment to the goal demands meaningful consultations by means of holding updates through frequent LCAP community meetings, Board meetings as well as relevant district advisory meetings. Along with the face-to-face meetings, SBCUSD garners feedback through various surveys and personal contacts. This ongoing discussion advises that the following are high-priority for CSI/TSI/ATSI, and Focus schools: 1) academic coaching for support to teachers and 2) professional development at the secondary level, as well as with multilingual staff. In addition, district staff provide guidance and supervision of leadership and regularly conduct site visits to monitor the implementation of professional development strategies and coaching services. Next steps and feedback are provided to the site leadership

Meaningful consults with Educational Partners

SBCUSD requests feedback, updates metrics, and solicits feedback with regard to the LCAP on an annual basis. Additional annual surveys requesting feedback include the Parent Panorama Survey and Thought Exchange which addresses questions regarding satisfaction with the classroom educational process, and the Teacher Survey inviting feedback on their needs in the areas of materials, supplies, and professional development.

Throughout the year, parent/student advisory groups, Educational Partnerships, and participants in the community meetings, the Board of Education, school staff, as well as district departments meet to analyze and discuss current data, which includes the various areas of need requiring Title II services. As a result of the feedback, the highest concern areas are for SBCUSD to continue to:

1. focus on tailored interventions and support,
2. maintain strong home-school connections to support student success,
3. advocate for more translators for ELD, continued funding for extracurricular programs and new technology,
4. increase mental health support,
5. incorporate cultural education, supporting newcomer students,
6. offer computer science and emerging pathways, and
7. utilize small group learning centers, hybrid learning experiences, and consistent instruction to improve academic achievement.

Equitable Services -Title II, Part A

Timely and Meaningful Consultation

Title II, Part A, focuses on upgrading the expertise of teachers, paraprofessionals, or other instructional personnel to enable them to teach all children in the core academic subjects; and supports sustained and intensive, high quality professional development directed to achieving high performance standards related to challenging State content standards. Eligibility is based on the number of students who are enrolled in nonprofit private elementary and secondary schools in the geographical areas served by the district.

Strategies included in this plan:

- Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills
- Training in effectively integrating technology into curricula and instruction
- Training in how to teach students with different needs, including students with disabilities or limited English proficiency, and gifted and talented students
- Attendance at conferences/workshops
- Allowable reimbursements to staff members who attend for courses leading to degrees or advanced credentials, conferences, and workshops that align with private school identified needs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

24-25 Needs Assessment

District California Assessment of Student Performance and Progress (CAASPP). Based on the 2024 California Dashboard release and Data Quest, English learner progress

2023	2024
English learners progress - 80.2 points below standard, which is an decrease of 15.4 points	English learner progress - 76 points below standard, which is an increase of 4.2 points
Long Term English Learners - No CA Dashboard data available	Long Term English Learners (LTEL) -108.9 points below standard which represents maintaining at -1.2 points.

English Learner Proficiency Assessments for California

2023	2024

Level 1: 20.33% - Minimally Developed	Level 1: 23.93% - Minimally Developed
Level 2: 29.40% - Somewhat Developed	Level 2: 28.67% - Somewhat Developed
Level 3: 33.77% - Moderately Developed	Level 3: 32.78% - Moderately Developed
Level 4: 16.50% - Well Developed	Level 4: 14.63% - Well Developed

Summative Alternate ELPAC Assessment,

2023	2024
- 22.1% progressed - 13.2% maintained at level 3 - 64.7% did not make progress	- 32.4% progressed, - 2.8% maintained at level 3, and - 64.8% did not make progress.

ELPI

2023	2024
· 47.4% of the English Learner students progressed at least one ELPI level, · 1.2% maintained at ELPI level 4, · 34.3% maintained at ELPI levels 1, 2L, 2H,3L, 3H, and 17.1% decreased at least one ELPI level	· 43.3% of the English Learner students progressed at least one ELPI level, · 0.7% maintained at ELPI level 4, · 36.4% maintained at ELPI levels 1, 2L, 2H,3L, 3H, and 19.6% decreased at least one ELPI level

Analysis of English learner progress

District California Assessment of Student Performance and Progress (CAASPP) results, and English Learner Proficiency Assessments for California (ELPAC) results indicate that English learners are not showing growth in reaching proficiency. Not all English learners are reading at their potential in the English language and in academic content.

Analysis of all students' progress

For the 2023-2024 School year, the English Language Arts California Assessment for Student Performance and Progress (CAASPP), District results showed that: All Students scored in the Yellow 46.1 points below standard. Three student groups scored Red Level with up to 122 points below standard, four student groups scored Orange Level with a range of 76 points below standard to 47 points below standard. Five student groups scored at the Yellow Level with a range of 68.3 points below standard to 16.2 points below standard. Two student groups scored in the Green Level with a range of 35.2 points above standard to 20.1 points above standard. No student groups scored in the Blue Level.

For 2022-2023, as it relates to the California Assessment for Student Performance and Progress (CAASPP), District results showed that: All Students scored in the Low-Performance Level at 49.7

points below standard. Four student groups scored Very Low with up to 123.2 points below standard, Five student groups scored in the Orange with a range of 54.3 points below standard to 21.2 points below standard. Two student groups scored at Yellow Level, with the range being from 61.7points below standard to 27.3 points below standard. Two student groups scored at Green Level, with the range being from 27 points below standard to 12.8 points below standard.

San Bernardino City Unified School District (SBCUSD) also usually steadily increased the Reclassification rate for English learners, however 2024-2025 decreased. The mid-year totals are as follows: On May 15, 2023, Reclassifications were 927 or 9%. This was an increase of 2% from 2022. On April 15, 2024, Reclassifications were 1126 or 11%. This was an increase of 2% from 2023. As of March 21, 2025, Reclassifications were 833, or 9%. This is a decrease of 2% from 2024. This is most likely due to the new Special Education reclassification law that took effect for the 24-25 school year, which created a more stringent criteria for the reclassification of Special Education students. These numbers, however, do not reflect end of year reclassification rates.

In addition, results from local measures, such as benchmarks, English learner portfolios, curriculum-embedded assessments, and Key Performance Indicators, recognize the growth of English learner students, yet demonstrate gaps in the educational program. Informal data, as well as formal assessments, provide a picture of the strengths, concerns, and needs of the program. Professional development opportunities are identified and structured around the needs. Fourteen itinerant Education Assistant III's (EAIII) have been utilized to provide additional reading and language support to over 545 English Learner and Long-Term English learner students in the district. The EAIII's are supporting our Spanish, Vietnamese, Arabic, and Cambodian/Khmer students.

Educators learn from a variety of evidence-based approaches. Using Title III funds for professional development requires that each opportunity is sustainable. Therefore, our strategy in using successful Support Teachers and Program Facilitators for follow-through coaching has shown to be an effective sustainable practice.

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional Development:

All San Bernardino City Unified School District schools have a percentage of English learners in every classroom. Therefore, all teachers must possess their English Learner (EL) Authorization and Cross-cultural, Language, and Academic Development (CLAD) certification. By leveraging federal, state, and local funds, SBCUSD is able to provide a well-rounded professional development program that includes follow-up coaching.

Professional Development is designed to improve the instruction and assessment of English learners and is of sufficient intensity and duration (which must not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

Professional development opportunities are designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners.

- All teachers are provided with high-quality, ongoing, evidenced-based professional development with a focus on effective language instruction that includes: English Language Development (ELD) standards, Integrated and Designated ELD, ELD curriculum and intervention materials, ELD portfolios, and the use of digital resources.

- Professional development is designed to enable teachers to understand how to plan for ELD within an integrated and designated setting. A separate series of Secondary professional development opportunities focuses on integrated and designated English Language Development (ELD) strategies within the content areas. This includes peer teaching observations with debrief and feedback sessions. Additionally, there is a laser-like focus on 5 components of ELD, which is woven into all content areas. The components are: Oral Language Development, Academic Language Development, Writing, Differentiation, and Using Formative Assessments to Guide

Instructional Decisions for the English learner.

- All administrators receive high-quality, ongoing, evidence-based professional development with a focus on effective language instruction that includes: ELD standards, Integrated and Designated ELD, ELD portfolios, progress monitoring of EL students, and useful walkthrough observations. The 5 components of ELD are woven into all English Learners professional development in order for all administrators to understand how to observe and monitor effective ELD within an integrated or designated setting. The components are: Oral Language Development, Academic Language Development, Writing, Differentiation, and using Formative Assessments to Guide Instructional Decisions for the English Learner.

- All staff are trained on the ELD curriculum-embedded program within the English Language Arts curriculum. Furthermore, staff members receive training on understanding how to analyze a variety of assessments, including ELPAC, and how to use data to place and move students in appropriate interventions or ELD instructional groups. Beginning in the 2022-2023 school year, specific modules were created at the Secondary level to ensure that all core content area teachers (math, ELA, science, and social studies) received an additional 10 hours of training and 5 hours of in-class support in the utilization of research-based strategies to help support English Learners in accessing subject matter content.

- OCDE Project GLAD ® (Guided Language Acquisition Design) model is an integral part of the ongoing professional development for teachers, and an essential component in building vocabulary and content knowledge. The strategies used in daily lessons have made a positive impact on the outcomes of student learning in reading, math, and other content areas, as measured by our formative data, EL Portfolios, and standard-aligned assignments.

- Kagan and Collaborative Structures are another avenue for ongoing growth for the teaching staff. The independent consultant provides teachers with strategies on how to use collaborative learning strategies, which emphasize engagement, interaction, discourse, inquiry, and critical thinking. English learners have the same high expectations as all students in each of the content areas. Both language instruction designs have continued training and follow-up coaching, and implementation is monitored via District/principal walkthroughs and instructional rounds.

- Each school site has a position of English Learner Facilitator (ELF). The goal of the core program is to support teachers as they assist the student in reclassification, within the timeline. Beyond the core responsibility, the ELFs provide supplemental professional development under Title I. Time is used to build the capacity of the teachers by: demonstrating ELD strategies, presenting foundational reading skills, the use of ELD strategies within an integrated lesson plan, and assisting in assessing student achievement in order to plan the next instructional steps.

- Educational Services (Curriculum and Instruction and Multilingual Programs departments) meet in the spring and summer, to review data and discuss the needs of teachers in content understanding and in the skill of teaching English learners. In planning together, they map out the sessions in which they will co-train. Using the equity lens, the core content is taught with the co-trainers addressing the ELD strategies that will increase outcomes for all students.

- All teachers are able to build a repertoire of instructional strategies that assist the English learner in better understanding the standards as they become proficient in the language. The goal is for English learners to be ready for college and/or a career. Using Title III support, supplementary professional development comes with a coaching phase, which allows educators to practice and receive feedback on their new learning until that learning is well established in the daily lesson planning.

- Additionally, teachers are provided time within the weekly professional learning community to meet and plan in grade levels or departments. Using the time to build lessons and structure lesson delivery, teachers have every opportunity to learn and practice new skills and experiences. Teachers are also able to evaluate their program by analyzing assessments and other pertinent learning outcomes. Teachers are able to access timely and accurate English Learner data through the data warehouse system Ellevation.

- At the district level, paraprofessionals and teachers have time to meet with their peers to learn new strategies, discuss the implications of student learning, and assess learning. The planning time allows for an understanding of English and Spanish terminology, as well as determining the most effective ELD strategies.
- All District personnel, including administrators, certificated, and classified, have opportunities to learn effective pedagogy for English Learners through various professional learning opportunities (i.e., CABE, La Cosecha, etc.).

- Utilizing Title I funds and LCFF funds, parents receive services through the family engagement office, parent engagement center, school sites that provide parent resource centers and parent engagement activities, as well as all-district parent engagement activities.

Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers, is of sufficient intensity and duration to have a positive and lasting impact.

To ensure that sub-grant funds are used to meet all accountability measures, and to increase English proficiency, SBCUSD focuses funds on Title III funded personnel (Program Specialists, Support Teachers), who work directly with teachers on how to increase student English proficiency and academic achievement. Furthermore, trainers provide coaching and mentoring after in-service training. The model allows teachers the opportunity to teach their students, practice techniques and strategies, and receive immediate feedback on the implementation of professional development strategies.

It is of great concern that many of the District's Long-Term English Learners (LTEL) and recent English learners are not making appropriate progress in meeting the timeline for English proficiency. To assist teachers with the need of more focused support, additional personnel have been dedicated to working at the sites, directly with individual teachers.

Teachers are supported with Title III supplementary professional development sessions, with one Support Teacher and two program specialists who provide follow-up modeling and coaching at designated elementary sites. At the middle school level, a program specialist is assigned to a specific school and concentrates on providing lesson development, modeling, and coaching to designated and integrated classroom teachers in all content areas supplementary to the basic ELD

training. Teachers are provided follow-up coaching in lesson delivery and in lesson planning.

Each school site has an English Learner Facilitator (ELF) who supports teachers by providing supplemental professional development, under LCAP, with topics that include: building teacher capacity by demonstrating ELD strategies, how to use English learner instructional/interactive strategies within the integrated classroom setting, and how to assess students' achievement, as well as planning for next instructional steps. The ELFs receive additional training in coaching practices, analyzing assessments, and further practice in using ELD standards in all content areas in individual and collective monthly meetings. Training includes virtual learning strategies to help support and engage English learners.

All teachers are offered the opportunity to attend in-person or virtual optional skills clinics that extend and deepen their skills and strategies to improve Spanish vocabulary skills. Topics include monitoring student progress of ELD standards, and Integrated and Designated ELD, using portfolios, ELD curriculum and intervention programs, and digital resources. The learning is then applied in lesson planning and lesson delivery.

A one-day, pre-service training provides teachers who hold a (Bilingual) California Cross-Cultural Language and Academic Development (BCLAD/CLAD) Authorization, and teach in the Transitional Bilingual Education or Dual Immersion setting, additional specialized biliteracy training. The annual biliteracy preservice will focus on building global citizens by developing multilingualism and embracing diversity. Silvia Dorta-Duque de Reyes, nationally recognized expert in culturally and linguistically responsive education, particularly in the areas of English Language Development (ELD) and biliteracy is a resource who helped develop these teachers. With decades of experience in education, she has contributed extensively to the development of instructional frameworks and professional development for teachers serving multilingual learners. She is known for her work with the English Learner Roadmap and for helping districts implement equitable practices to support English learners' academic success.

Paraprofessional Training

Paraprofessionals receive mandatory professional development in order to learn English Learner Early Literacy strategies. Monthly training is provided for Educational Assistant III's, in the areas of ELD standards, foundational reading skills, the use of ELD portfolios, following the teacher's direction in holding effective small group sessions, monitoring of student grades in middle and high schools, and working with individual students in content knowledge.

College Interns are provided monthly training on similar topics: foundational reading skills, the use of ELD portfolios, following the teacher's direction in holding effective small group sessions and working with individual students on content knowledge

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

2025-2026 SBCUSD received Immigrant Funds. $108,765.00

The highest population of English learners (over 15%) are designated Spanish speakers. The next highest population group (less than 15%) are students who speak Vietnamese. Students who are not yet proficient in English have support from Educational Assistant III's who speak Vietnamese.

- LEA provides enhanced instructional opportunities for immigrant children and youth. We hire Educational Assistants (EA) to provide one-on-one and small-group in-class support to help students enhance their communication skills and to help ensure students understand the material being taught, primarily in the areas of listening and speaking. At the secondary level, each student has an assigned EA who works with students and ensures adequate academic progress in each content area through daily monitoring.

- The supplemental activities implemented that provide enhanced instructional opportunities for immigrant children and youth. Educational Assistants assist students in overcoming language-related barriers to language development by offering support in understanding class assignments and participating in class activities. They ensure that students have materials and resources that allow them to access and actively participate in classroom activities, engage in work outside of the classroom (homework), and, in many cases, empower parents so that they can support their students at home. Educational assistants support student well-being, encourage a positive self-image, and foster cooperative interaction with peers and adults, promoting social and emotional development. They are also a vital part of promoting school-to-home connections in cases where language is a barrier.

- Title III, Part A Immigrant funding will be used strategically with other funding streams to support Title III immigrant activities. We will continue to use Immigrant funds combined with LCFF/LCAP funds and Title III funding to ensure that we provide support for our immigrant students via Educational Assistants. We will prepare a yearly budget and allocate funds to continue to support our English Learner Immigrant students. Additionally, supplemental materials (content-based English-home language glossaries, Rosetta Stone, and other supports) will be used to expedite student English language acquisition.

- The LEA considers sustainability for activities supported by Title III, Part A, Immigrant funding. Title III funding/immigrant funding support our hiring of Educational Assistants to support our immigrant students/English Learners as part of our annual action/funding plan. We will use Title III funds when immigrant funds are not sufficient to support our Educational Assistants.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and
   - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In gathering input to prioritize funds the following educational partners are part of the input sessions: Teachers, principals, parents, paraprofessionals, specialized support personnel, administrators and District and Site level Parent Advisory Councils/Committees, including English Learner Advisory Committees.
The input is collected through professional development trainings, surveys, and principal monthly meetings. LCAP Community meetings and District and Site level Parent Advisory meetings and surveys.

The five themes for English learners that have become the priorities are: 1) reclassifications 2) more professional development for certificated and classified staff 3) additional personnel who work directly with students or coaching the teaching staff 4) addressing long-term English learner concerns, and 5) the need for additional resources, such as technology and materials.

English learner instruction and activities must be responsive to a variety of EL student characteristics and experiences. English proficiency levels are diverse: needs for beginning students are vastly different from those who are long-term English learners, and the needs of primary students are much different from the needs of a secondary student. No one single program will be sufficient to meet the needs of all English learners. The District's English Learner Master Plan and Multi-Lingual Initiative describe the District's strategic framework for the wealth of instructional services and programs for all English learners. Services and programs fall within the District's comprehensive ELD program, consisting of both Designated and Integrated ELD, and incorporates a Multi-Tiered System of Support for English learners to achieve English fluency and academic success, including students with special education needs.

Effective Language Programs in Place Specific to English Learners

SBCUSD maintains 4 models of programs for English learners: Structured English Immersion, Dual Immersion, Trilingual Immersion, and Transitional Bilingual. In addition, the FLES Program (Foreign Language in Elementary Schools) is offered at two elementary schools. Each one is designed to recognize and meet the needs of students and support their success in English and academics. Title III allows the district to offer the following supplemental intensive programs: professional development aimed at English learner goals, language support for all levels of proficiency, and the use of digital resources. Dual Immersion has been expanded to include 2 more middle schools (3 in total) and there are plans to add an additional high school in the future.

Professional Development

The following are programs offered by SBCUSD

Professional development programs have been discussed at length, but to summarize, the following are the programs offered.

- All certified teachers of Designated ELD shall receive (i) five hours of in-person training on language acquisition, English Language Development Standards, and research-based strategies for Designated ELD instruction, including how to deliver small group ELD instruction effectively; and (ii) three hours of in-class support on using these strategies. In-classroom support includes, but is not limited to: coaching from the trainer or an EL specialist with expertise in Designated ELD, including co-planning Designated ELD lessons for EL students; observing the teachers-in-training deliver these lessons in class (with modeling as appropriate from the trainer or EL specialist); and sharing constructive feedback on the observed lesson.

- All District core content teachers of EL students shall receive annually: (i) at least ten hours of in-person training on effective strategies for providing Integrated ELD for EL students, including Kagan Cooperative Learning, and promoting their ELD in all four language domains and (ii) at least five hours of in-classroom support on using those strategies. In-classroom support includes, but is not limited to: coaching from the trainer or an EL specialist with expertise in Integrated ELD, including co-planning Integrated ELD lessons for EL students; observing the teachers-in-training deliver these lessons in class (with modeling as appropriate from the trainer or EL specialist); and sharing constructive feedback on the observed lesson.

- All teachers, school and District administrators shall receive annual training on how to interpret EL-related data to make data-driven decisions for lesson planning, resource allocation, and professional development and support.

- Principals and other administrators who evaluate teachers of EL students shall receive: at least ten hours of training on how to identify and support effective Designated ELD and Integrated ELD strategies in classroom instruction; and at least five hours of training on how to provide constructive feedback to teachers during and/or after classroom walkthroughs.

- All teachers and administrators are provided with high-quality, ongoing, evidenced-based professional development with a focus on monitoring effective language instruction that includes how to monitor student progress of ELD standards, Integrated and Designated ELD, through portfolios, ELD curriculum, intervention programs, and digital resources. The learning is then applied in lesson planning and lesson delivery.

- All teachers receive ELD standards, Integrated and Designated ELD, ELD curriculum and intervention materials, ELD portfolios, and digital resources. Additionally, there is a laser-like focus on 5 components of ELD, which is woven into all content area professional development, so teachers can understand how to plan for ELD within an integrated setting. The components are as follows: 1) Oral Language Development, 2) Academic Language Development, 3) Writing, 4) Differentiation, and 5) Using Formative Assessments to Guide Instructional Decisions for the English learner.

- All administrators receive additional training with a focus on effective language instruction that include: data analysis, progress monitoring of EL students, and useful walkthrough observations for immediate feedback.

- Title III personnel who provide the supplemental professional development services and programs that include in-class coaching with Support Teachers and Program Specialists.

Language Support for all Learners

International Newcomer Academy

The newcomer program, **International Newcomer Academy**, (established during the 2018-2019 school year at one high school) is an additional program for students and is expanding to accommodate more students in the 2025-2026 school year. (This was by way of expanding the Newcomer Academy to include another high school for a total of two.) The design of the program is to accelerate student learning through designated ELD. Each year, we have new students at the secondary level who are at the beginning stages of language proficiency and who are not progressing at the expected rate in academic performance or language proficiency. Data that supports this decision includes school enrollment records, D and F reports, NWEA RIT scores, and ELPAC assessment results. The International Newcomer Academy is a school within a school model, where newcomers, who meet the criteria of being here for 2 years or less, and who are at the beginning level of proficiency, have the opportunity to receive intensive language instruction along with academic content for 2 years. During this period, students receive instruction delivered in English and Spanish (or another language) in a self-contained classroom where they can be immersed in English and learn the culture of our community, as well as the high school environment.

Students have access to the Imagine Learning/Español (ELA/SLA) program, which provides progress monitoring results, coupled with building student learning. Additionally, teachers are using assessments based on the curriculum and recorded in Ellevation, which provides immediate access to data for analysis.

Title III funding supported this core program by facilitating further teacher training and coaching on the following topics: understanding the needs of the beginning English learner at the secondary level, how to present academic content using ELD strategies in an integrated setting, and how to monitor progress. Additionally, Educational Assistant IIIs and college interns are a source of support for students as they acquire English.

Special Education

SBCUSD identifies English learners with disabilities by using local assessments. Schools develop appropriate Individualized Education Programs (IEPs) that support culturally and linguistically suitable goals and provide appropriate training to teachers. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations. There will continue to be a collaboration between the Multilingual Programs Department and the Special Education Department to identify and support students who are Dual Identified with the goal of reclassification. Academic linguistic supports will continue to be emphasized and in place to support students through the reclassification process.

Activities focused on English learners that supplement the core program

All English learners receive a core program of explicit direct instruction followed by guided and independent practice, scaffolding techniques, integrated and designated ELD strategies, flexible grouping, language objectives, and ELD benchmark assessments. This includes placement in a systematic integrated and designated ELD program and method of instruction focused on the 2012 ELD standards that include language objectives. Students in grades 6-12 are provided integrated ELD instructional strategies to meet the core needs of secondary EL students in all content areas.

All teachers use approved ELD materials and implement appropriate time allotments for daily ELD in elementary and secondary. If determined, English learners are also provided with appropriate intervention classes. Instructional materials support high levels of student learning. Explicit scaffolding and ELD enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development as appropriate for each student.

Title III - Supplements Language Instruction

Language Instruction

Classified staff supplement the efforts of the classroom teachers. Educational Assistants III (EA III) work directly with students to assist in removing the language barrier as students receive their core instruction in English. After the ELPAC is administered, designated itinerant EA IIIs use a supplemental language assessment (AVANT) in the student's primary language and in English. Besides their support to students, designated itinerant EAIIIs are available to assist with interpreting at parent-teacher conferences, when the home language is other than Spanish. A substitute Educational Assistant will support our English Learners by administering supplemental language assessments such as the BVAT-Assessment and offer direct support to a caseload of EL students.

As the EL student acquires language proficiency, college interns tutor them in academic content knowledge and provide an understanding of the higher levels of academic content. Support Teachers at elementary and secondary support classroom teachers through modeling and coaching of ELD strategies, and assist in writing integrated and designated ELD lessons. This additional layer of coaching increases the probability of solid implementation of professional development strategies. In addition, one Program Specialist concentrates on the needs of middle school long-term English learners by coaching teachers in Designated and Integrated classrooms.

OCDE Project GLAD ® (Guided Language Acquisition Design) model is an integral part of the ongoing professional development for teachers and the essential component in building vocabulary and content knowledge. The strategies used in daily lessons have made a positive impact on the outcomes of student learning in reading, math, and other content areas.

Kagan Collaborative Structures is another avenue for ongoing growth for the teaching staff. Those collaborative learning strategies, used daily, emphasize engagement, interaction, discourse, inquiry, and critical thinking, providing English learners with the same high expectations as for all students in each of the content areas.

Both language instruction designs have continuing training, follow-up coaching, and implementation is monitored by principal walkthroughs and instructional rounds.

Supplemental Curriculum and Materials

The curriculum at all levels includes ELD within the scope and sequence of the textbooks. To support language instruction, digital resources and supplemental support materials for academic and ELD content are utilized. Curriculum and materials include:

- Secondary: *Note: In the 22/23 school year, high schools adopted a new Designated ELD Core program therefore, a supplemental program was not offered to avoid a competing program. However, supplemental materials such as Differentiation for English Learners Guides, and Content-Based English-home language glossaries were used to support and supplement instruction and learning for both teachers and EL students.
- Elementary: Imagine Learning/Español
- Language assessment: AVANT – AVANT is a web-based assessment that measures proficiency and determines language proficiency in 4 domains: Reading, Writing, Listening and Speaking. It is computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ensuring Schools Assist English Learners and are Held Accountable for Meeting English Learner Needs

SBCUSD receives Title III funding, which is kept centrally and is utilized to provide equitable services to all 73 schools to help ensure English learners are achieving English proficiency and meet challenging state academic standards. District-level and school-level documentation includes technical assistance records showing consistent monitoring of the English Learner program. Students are given equal opportunities and access to programs designed for English learners. Parents are given information as students enroll and throughout the year.

The range of evidence that demonstrates student learning in state standards and English proficiency includes:

- Statistically tallied information from formative assessment practices
- English Learner-focused classroom observations, such as EL walk-throughs, to monitor the level of student engagement and opportunities for academic language use
- Site administrator in-class support logs for core courses
- Local benchmark assessment results, such as NWEA (Northwest Evaluation Association)

- Summative assessments in content from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math
- Summative assessments in English language proficiency (ELPAC)
- Local (including classroom-level) assessment evidence
- Reclassification percentages
- Biliteracy and Seal of Biliteracy data
- Post-reclassification progress in academic assessments
- ELD portfolios are utilized and follow each English learner throughout their educational career in SBCUSD. The ELD portfolio documents student growth in fluency skills in English and grade-level academic content.
- Teachers, site administrators, site English Language Facilitators, and District staff monitor and analyze language proficiency growth as part of the data discussions
- English learner progress is integrated into the School Plan for Student Achievement
- Lastly, Board members are kept aware of student progress through board presentations devoted to the English Learner Performance Indicator, other EL language and academic proficiency measures, and student programs

Ellevation has been implemented as a data warehouse system that will facilitate a timelier and centralized acquisition of data, and a more effective data analysis protocol to quickly inform instructional practice.

Additional Strategies Holding Site Accountable for Meeting Achievement Goals

- Program Specialists and support teachers keep coaching logs of classroom walkthroughs, documenting evidence of the supplementary, integrated, and designated English Language. Development (ELD) is provided for teachers as well as student interaction and engagement strategies.
- Walk-through logs and instructional rounds show evidence that GLAD strategies, Dr. Kate Kinsella's vocabulary and sentence stems strategies, as well as Kagan's Collaborative Structures classroom strategies, have been integrated into daily lessons.
- Professional development strategies are monitored through surveys, feedback forms, and school/district site walkthroughs.
- Supplemental curriculum implementation is monitored through usage reports and student progress reports.
- College interns are supervised by teachers and monitored through site visitations and intern logs.
- Ed Assistant IIIs are monitored by the Multilingual Programs Department and at school sites, and they keep instructional schedules.
- Program effectiveness is monitored through the language proficiency assessment protocol, reports from Imagine Learning/Español, Ellevation, English 3D, and NWEA, and ELPAC data.
- Additional professional development will be provided to site administrators on how to identify and support effective designated and integrated ELD in classroom instruction as well as additional training on how to interpret EL-related data to make data-driven decisions for resources allocation, professional development, and support.

EQUITABLE SERVICES - TITLE III

SBCUSD follows the guidelines for equitable services by:

- Reaching out to private schools within the LEA's geographical jurisdiction to ascertain whether the private school intends to participate in the Title III Program.
- If the private school elects to participate, a meaningful consultation is held.
- Potential English Learners are identified and assessed, leading to official identification of ELs, and their levels.
- A Memorandum of Understanding is developed and agreed upon: MOU includes a description of the equitable services (programs, services, and/or products) to be provided, the estimated costs, and dates for which services will be provided.

The private schools within the SBCUSD jurisdiction elect not to participate in the Title III, Part A Program as they do not have an English learner student group at their sites.

Appendix:

Title III, Part A 4203 Limited English Proficient Budget-Allocation: $1,326,857.00

Professional Development

- Certificated Staff: **$280,560.00**
  - Program Specialist: **$162,856.00**
  - Support Teacher: $**117,704.00**

Programs and Activities

English Proficiency

- Classified Staff- Educational Assistant III: **$519,764.03**
- Instructional Supplies(4310): **$37,801.69**
- Indirect/Administrative Costs: **$25,814.24**

Certificated and Classified Benefits: **$462,917.04**

Immigrant Funding 4201 Budget-Allocation: $108,765.00

Classified Staff: **$60,674.14**

- Instructional Supplies: **$2,448.31**

Indirect/Administrative Costs: **$5,139.81**

Classified Benefits: **$40,502.74**

NOTE: Carryover will be used for the following:

- 4203-544:
  - Supplemental designated and integrated ELD Professional Development to support English Learners
  - Supplemental materials for both EL students and teachers
- 4201-543:
  - Materials and non-permanent personnel, as needed

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1) use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2) use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3) use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

2025-2026 School Year: There are currently no partnerships.

<u>Activities related to:</u>

Well-Rounded Education(4107)

SBCUSD addresses this area with the following strategies:- A robust curriculum for Science, Technology, Engineering, and Mathematics (STEM). The program will include computer science and an increase in access to STEM-related subjects for all students, with a focus on underrepresented groups.

- Enhance STEM programs/labs with resources that enable hands-on, project-based learning. Integrate tools and flexible furniture into the classroom that align with the goals. The activities/expenditures will create flexible, technology-integrated essential for success in STEM subjects. (STEM expenditures approved by California Department of Education Federal Programs and Reporting Office February 5 and 27, 2025)
- Integrate a high-level educational program that involves a well-thought-out STEM curriculum and or licenses along with the effective use of technology.
- Partner with the local community college (Dual Enrollment) in order for students to earn college credits in addition to completing their high school diploma.
- Provide a STEM curriculum that is of high quality, high interest, and motivational for student learning,

- Create a comprehensive STEM (Science, Technology, Engineering, and Math) professional development program for teachers with a focus on building knowledge, hands-on experience, and strategies for integrating STEM concepts into the classroom.
- Provide a way for teachers to receive high-quality professional development, while minimizing the negative impact of substitutes on student behavior.
- Provide a coordinator for College and Career readiness who will facilitate and oversee the programs.
- The **SBCUSD SHINES** is a transformative initiative aimed at cultivating pride and purposeful futures for students. This initiative sets the course for the District's mission to ensure each student has the skills, resilience, and determination to create their path and thrive in school, career and life. Title IV funds will be utilized to meet the following objectives,

Nutrition, health, and wellness: Prioritizing the physical, mental, and emotional well-being of students through comprehensive health and wellness initiatives. Safe, secure, and attractive learning environments: Creating safe, welcoming, and inspiring spaces where students can learn, grow and thrive.

Activities related to:

Safe and Healthy Students (4108)

Schools receive support in creating Healthy and safe students through the combined services of the Student Wellness and Support Services (SWSS) Department and the Positive Youth Department.

The following activities support safe and healthy students:

Safety Office

Safety Training - Training that is high-quality for school personnel, including specialized instructional support personnel, related to:
- suicide prevention;
- effective and trauma-informed practices in classroom management;
- crisis management and conflict resolution techniques;
- human trafficking
- school-based violence prevention strategies;
- drug abuse prevention, including educating children facing substance abuse at home; and
- bullying and harassment prevention.

Student Wellness and Support Services Department

- School-based mental health services
- Integrate health practices into school
- Professional development for suicide prevention, trauma-informed practices, crisis management
- Schoolwide positive behavioral interventions and support programs
- Personnel provide crisis team management and one to one support to students in immediate crisis.

Positive Youth Department

- Drug and violence prevention activities;
- Integrate health and safety practices into school or athletic programs;
- Professional development for suicide prevention, trauma-informed practices, crisis management, conflict resolution techniques, human trafficking, drug abuse, bullying prevention, and violence prevention;

- Child sexual abuse awareness and prevention programs or activities;
- Programs to reduce exclusionary discipline practices;
- Programs to improve chronic absenteeism;
- Schoolwide positive behavioral interventions and support programs
- Itinerant counselor

Activities related to:

Effective Use of Technology in Schools (4109)

Schools receive support in the use of effective instructional technology through the combined services of the Accountability Educational Technology Department and the Information Technology Department. By leveraging other district funding with Title IV, each school is able to provide technology to all students using the most current technology available. The funding allows SBCUSD to continue to build students' technological knowledge, skills, and ability to access up-to-date technology and programs.

The strategies included in the action plan, for this area, will provide:

- Additional access to computers, iPads, and other digital devices,
- Additional support in professional development, for teachers, in the use of instructional technology
- Specialized courses using digital learning devices,
- Instructional technology and devices, including touch screen monitors, that promote STEM activities.
- A curriculum and/or licenses that will prepare students for careers with a key focus on STEM, that ultimately empowers students to become leaders in science, technology, engineering, and mathematics.
- Three (3) Program Specialists from the Accountability Education Technology Department concentrate their time by providing teachers with the information, programs, and apps and the modeling needed for instructional technology as well as the use of digital devices. They will also analyze programs and coach teachers/tech liaisons in the effective use of instructional technology. Their time will also be used to assist school site staff in managing the instructional programs for virtual learning.
- One Tech Liaison per school to assist in informing staff of updated programs and devices. Additionally, the liaison will help teachers as they plan and present instructional lessons.
- SBCUSD offers a wide variety of ongoing professional development to support and improve teacher understanding of digital platforms such as Google Classroom, apps, Pear Deck, etc.
- Consultants who can provide information on current approaches to using technology in the instructional plan, as well as establish a bridge between education technologies and practice in the classroom, such as EEE Framework.
- To provide 500 Student Data Privacy Agreement (DPA) licenses when utilizing ChatGPT EDU, an Artificial Intelligence (AI) program. The DPA will protect the privacy and security of student data to comply with privacy laws.

SBCUSD continues to review and reflect upon data regarding the Title IV, and Part A programs and activities in the areas of well-rounded education, safe and healthy students, and the effective use of technology. Reviews of programs and reflection are based on data, taking place during regularly scheduled LCAP community meetings as well as during parent advisory meetings. This engagement process includes feedback from collaboration, dialogue, and input from Educational Partners, staff, and students. This regular need assessment includes a review of state and local data in determining what areas need to be established and those that need to be modified. Annually, the LCAP Federal Addendum is updated based on the findings. Title IV funding is best utilized through the coordination of services with departments focused on instruction, the MTSS process, social-emotional wellness, and digital/technology training.

Monitoring and Evaluation

- Annual monitoring: California Dashboard
- Feedback from Technology Educational Coaches and Administrators/ Teachers

Equitable Services Title IV

Timely and Meaningful Consultation

As required by Title IV regulations, timely and meaningful consultations occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, their teachers, and other educational personnel. The primary purpose of Title IV is to improve student outcomes and address the opportunity gaps identified through a needs assessment.

Title IV funds are expended to ensure that private schools serving students in the LEA attendance area, have the opportunity to access resources and services that help them meet the same academic achievement standards as public schools.

Strategies included in the plan

- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies
- STEM (Science, Technology, Engineering, and Mathematics): facilitating collaboration among school, after school program, and/or third -party provider (i.e., Catapult) to improve the integration of programming and instruction in STEM curricula
- World/foreign language instruction
- Supplemental materials, and equipment necessary to implement the Title IV program's focus on a healthy, active lifestyle

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Website: https://www.cde.ca.gov/sp/st/

California Department of Education
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