

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

2026-2027

CDS code:

36-67876-0000000

**Annual Update Approval
from the SBCUSD Board
of Education:**

June 16, 2026

Link to the LCAP:

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.**

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

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA 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.

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 approach to engaging Educational Partners at the district and school-site levels 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 through a holistic, 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 STEM
- Professional Development
- English Language Development
- Family Engagement
- Before and After School Programs
- Technology (Professional Development and training staff, including hardware/software)
- Social Emotional Learning and Wellness
- Intervention and Targeted Support for School Progress (including Support Staff)
- Early Literacy and Math Support (including Support Staff)

Based on its high-need demographic profile and assessment results recorded on the California Data Dashboard, SBCUSD recognizes that utilizing federal resources in 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, by supplementing and enhancing the skills and abilities of teachers and district/school leaders through timely, needs-based professional development designed to support 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, such as Gap Closing training
- English proficiency and academic achievement
- Building parent/family capacity
- Early literacy and early numeracy
- College Career Readiness
- Science, Technology, Engineering, and Mathematics (STEM)
- Integrating an effective use of instructional technology and lesson delivery
- Formative assessments to monitor student progress, including NWEA
- Before and After School Programs

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 "California Way" focuses on local control and decision-making, enabling SBCUSD to allocate resources in line 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 approach to engaging Educational Partners at the district and school-site levels 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 using federal resources in districtwide and schoolwide ways maximizes the impact and support for accelerating student achievement. The District leverages federal funding, including Titles I, II, III, and IV, by supplementing and enhancing the skills and abilities of teachers and district/school leaders through timely, needs-based professional development designed to support students in need of additional support, including mastery of CCSS.

In addition, to support student learning, the District utilizes federal funds to purchase an all-inclusive Renaissance Platform based on each school's needs assessment and the NWEA progress monitoring system, allowing sites to monitor students' progress through the MTSS process.

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 on local control and decision-making has enabled SBCUSD to allocate resources in line 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 <i>(as applicable)</i>

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 <i>(as applicable)</i>

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 <i>(as applicable)</i>

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 (<i>as applicable</i>)

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 (<i>as applicable</i>)

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's 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:
 - Number of low-income students
 - Number of minority students
2. Does the LEA have an educator equity gap –
 - If yes, must create a plan which must include root cause analysis of the disparity
 - A plan must be created with meaningful educational partner engagement.

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 <i>California Code of Regulations</i>, 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

SBCUSD Data Table:

	Number of Ineffective and Misassigned Teachers	Percent Ineffective & Misassigned	Number of Inexperienced Teachers	Percent of Inexperienced Teachers	Number of Out-of-Field Teachers	% Percent of Out of Field Teachers
<u>Elementary</u> Total # teachers: 1,251 Total # students: 22,251 Total # minority students: 21,509 Total # low-income students: 16,559	12	1%	31	2%	11	0.85%
<u>Middle</u> Total # teachers: 471 Total # students: 8,122 Total # minority students: 7,752 Total # low-income students: 5,390	5	1%	12	2.5%	39	8%
<u>High</u> Total # teachers: 685 Total # students: 12,442 Total # minority students: 12,013 Total # low-income students: 8,365	3	0.40%	14	2%	17	2.5%

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 (2025-2026) were 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 category, enabling 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 to meet the needs of a diverse student population. SBCUSD is a large urban district with 92.4% of students identified as low-income (2025 CA Dashboard). The process ensures that schools are not disproportionately staffed with new or ineffective teachers and that the needs of underrepresented student groups are met. In addition, each school receives Title I funds and operates under a school-wide or targeted assistance program, per the criteria for establishing each program. When disparities are noted, the centralized office makes every effort to correct them before teachers are assigned. The equity data show that, while there are a few disparities, they stem from a teacher shortage rather than a distribution issue. 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 1,251 teachers. Twelve (12) of the teachers are identified as ineffective/misassigned, thirty-one (31) are inexperienced, and eleven (11) are out-of-field teachers. The teachers are assigned to schools across the District. Our analysis shows that although a small percentage of ineffective/misassigned, inexperienced, and out-of-field teachers can affect student outcomes, this percentage is relatively low compared with last year. Students are distributed throughout the district, and professional development opportunities are in place to work with this group of teachers.
- Middle - SBCUSD has eleven (11) middle schools with 471 teachers. Five (5) of the teachers are identified as ineffective/misassigned, twelve (12) are inexperienced, and thirty-nine (39) are out-of-field teachers. The 471 teachers are assigned to schools across the District. Our analysis shows that the primary staffing challenge at the middle school level is not how teachers are distributed, but whether they hold the appropriate professional credentials. All teachers, regardless of assignment, serve the full range of student needs across the district.
- High - SBCUSD has nine (9) high schools with 685 teachers. Three (3) of the teachers are identified as ineffective/misassigned, fourteen (14) are inexperienced, and seventeen (17) are out-of-field teachers. The 685 teachers are assigned to schools across the District.
- SBCUSD's high-school data shows that only a small proportion of teachers fall into risk-flag categories (approximately 5.1% of the 685 teachers). This indicates relatively stable staffing (95%) across the grade span. The primary challenge is not how teachers are distributed among schools, but the extent to which teachers hold the appropriate professional credentials. Credentialing issues, therefore, outweigh distribution concerns.

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

- The district serves a student population with exceptionally high needs, marked by widespread poverty. These conditions typically create steep challenges for academic achievement, as students often face barriers that extend far beyond the classroom, limited access to early learning opportunities, higher exposure to trauma, and a greater reliance on school-based supports.
- In summary, regarding the instructional workforce, it becomes clear that classroom teaching is not the primary barrier to improved outcomes. Instead, the challenges students face are rooted in socioeconomic conditions that teachers alone cannot overcome.
- To move forward, the district will continue to deepen its investment in extensive services: high-dosage tutoring, mental health supports, family engagement initiatives, and community partnerships that address the broader conditions shaping students' lives. With strong teachers already in place, the most meaningful gains will come from strengthening the educational process for them.

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

- The data show that among the 2,407 teachers, only 0.83% are ineffective, 2.78% are working out of field, and 2.36% have 2 years or less of experience. These percentages are remarkably low, suggesting a strong instructional capacity, indicating that most classrooms are led by educators with established practice and familiarity with the district's needs. The data indicate that the district serves a high-need student body and has a largely experienced and effective teaching staff.
- The primary staffing concern is the 2.78% of teachers working out of field, a pattern commonly associated with subject-area shortages or recruitment difficulties in specialized disciplines. The percentage of out-of-field teachers suggests opportunities for strategic professional development and/or staff adjustments, where applicable.

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

- SBCUSD has historically served a predominantly minority student population and currently enrolls approximately 96% minority students. Classroom rosters from transitional kindergarten through 12th grade confirm that every class across the district includes minority students. Given this overwhelming demographic representation, teacher distribution is not an equity concern, as minority students are present in all classrooms regardless of school or grade level.
- However, the district recognizes that serving a largely minority student population requires more than equitable placement; it requires instruction that is culturally relevant, responsive, and aligned to students' lived experiences. To support this, SBCUSD provides ongoing professional development for teachers at all grade levels focused on the importance of relevance in instructional strategies, cultural competency, and meeting the diverse academic and social-emotional needs of its students. These efforts reinforce the district's commitment to ensuring that all students receive high-quality, meaningful instruction that reflects and respects their backgrounds.
- Summary of Data:
- Across SBCUSD's 49 elementary schools, 11 middle schools, and 9 high schools, a total of 2,407 teachers serve students districtwide. Overall, the district's analysis indicates that credentialing and subject-area alignment pose a greater challenge than teacher distribution across schools. The majority of teachers are appropriately placed and experienced, but specific grade spans, particularly middle schools, face higher rates of out-of-field assignments. Because all teachers serve the full range of student needs within their schools, ensuring proper credentials and reducing out-of-field placements remain essential to supporting equitable access to high-quality instruction.

District strategies to address Out of Field Teachers:

- Sixty-seven teachers are currently working Out-of-Field, with consent forms allowing them to teach content outside their field of study or credential. This includes Special Education, Electives, and General Education classes, depending on the site's master schedules. Teachers working toward acquiring the specific credential and/or authorization are regularly working with Human Resources for guidance.
- Additionally, the District coordinates with the site to ensure that timely and appropriate communication is sent to parents of students in a classroom taught by a teacher working out of the field. Human Resources assists in the monitoring of these individuals. Communication is also sent to sites regarding the Master Schedule awareness. The more sites know about credentialing and scheduling, the fewer mis-assignments there will be over time.

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 2026-2027 school year is Teacher Clarity and Teacher Efficacy. 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
- Gap Closing Teaching
- English learner professional development

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

Coaching and mentoring programs

- On-site 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

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 they are on track to meet 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, community members, and students, who were part of the development and monitoring 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 and the LCAP-ESSA Federal Addendum, lies in the use of data and in how 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 to be provided.
- 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), Pacific Islander Advisory (PIA), and the District's Management Team. Additional input from Educational Partners is gathered through school site surveys and online responses. This collective process enables the sharing of important information to promote informed decisions within 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 designed to meet the needs of ineffective and out-of-field teachers.

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, agreed on with, and distributed 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), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI) plans for 2026-2027.

CSI Schools: None

TSI Schools: Anton, Bing Wong, Holcomb, Davidson, Del Rosa, Dominguez, Hillside, Kendall, Salinas, Monterey, Mt. Vernon, Rio Vista, Roosevelt, Shandin Hills, Warm Springs, Wilson.

ATSI Schools: Brown, Fairfax, Golden Valley, Lankershim, Thompson.

Exiting the Comprehensive Support and Improvement Program

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

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 comprises 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 members participate in developing both documents. Additionally, program specialists attend each LCAP Educational Partner meeting to listen to concerns, answer questions, and gather input from all partners. Meetings are held at regular intervals 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. During this time, sites conducted root cause analyses 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 "2025-2026 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/plans and to create the site's Needs Assessment. The schools developed goals for English Language Arts, Mathematics, Science, English Learner progress, Chronic Absenteeism, Suspension, 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." In addition, sites developed a Parent-Family Engagement Plan in collaboration with the Family and Community Engagement Department.

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

Once a draft of the SPSA is complete, it is presented 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 reviews each plan to ensure the requirements have been met before submitting it to the School Board for approval.

Once the plans are approved, the site will begin implementation and monitoring. 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 parents (the Panorama Survey) to gather input on Title I services and overall needs, using 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 information from the Panorama Education survey, the District and the site can analyze the results and note 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 it and provide input on its programs and services. In addition, the District Advisory Council (DAC) meets monthly. Members of this council are representatives from each school. Once or twice a year, the agenda includes time to discuss the Parent and Family Engagement Policy. During this time, representative parents from each school site are given the opportunity to provide input on the policy's programs and services. We also have a District Advisory Council leadership team composed of DAC members 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 for approval, as needed. 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, and Provide information in Limited English

The district/school site provides multiple avenues for sending notifications to parents, such as ParentSquare (parents' access to information/flyers), social media accounts, site marquees, 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 an easy-to-understand format 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 (2025-2026) 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 include: 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 help them understand the technology their child uses and the importance of recognizing the harms of copyright infringement. During the 2025-2026 school year, approximately 6,845 family members attended the various offerings, as of April 2026.

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 input from parents/guardians, teachers, administrators, and staff, sites gain insight into the value and utility of parents/guardians' contributions and how to reach out to 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 Advisory (PIA). Additionally, program specialists attend each Educational Partner meeting 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 the AERIES Parent Portal, where they can view 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 serve as 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 schools. 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 who can work toward meeting the needs of parents/guardians. This also ensures that the site has consistent, personal contact with parents/guardians/families, and that staff are available to reach out to parents with resources such as the Clothes Closet. Contracts with companies that provide parent workshops and build parents' capacity are developed with school-specific needs in mind.

San Bernardino City Unified School District (SBCUSD) coordinates 39 State Preschool sites and operates 50 preschool classrooms, both on and off elementary school campuses, for a total of 83 classes, including morning, afternoon, and full-day sessions. In addition, the district supports seven infant-toddler centers, totaling 13 classes. SBCUSD also provides families with ongoing access to parent training opportunities 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) offers multiple classes to help parents earn a GED or a High School Diploma, complete career education training, and access college.

SBCUSD is committed to parents/guardians and the community. The Páxam Páxam Welcoming Resource Center has many funding sources, including Title I and the Unrestricted General Fund. It serves as a hub that supports and empowers families in our community, fostering unity and providing

essential resources for every child's educational journey. The Páxam Páxam 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:

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

Targeted Assistance School Program

With the exception of two school sites, all schools within the San Bernardino City Unified School District maintain schoolwide status. We followed the CDE guidelines for Targeted Assistance programs.

Paakuma' K-8 Targeted Assistance School Program

Paakuma K-8 School is a newly identified Targeted Assistance School (TAS) school based on a reduction in free and reduced-price meal percentages. This school is changing from a Schoolwide Program to Targeted Assistance. The school will provide Title I services to children who are failing or at high risk of failing to meet challenging academic standards. Services will be identified, and records will be maintained in accordance with the TAS requirements.

Alternative Learning Center (ALC) Targeted Assistance Program

The Alternative Learning Center is an independent study program that provides weekly lessons for students to complete under their parents' supervision. The majority of the students meet the criteria for low income and below-grade-level performance according to the results of local and state assessments. SBCUSD's independent study program provides services 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 97.1% 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 take place during weekly instructional meetings. Records show progress in meeting the standards, completion of weekly assignments, and assessment data, and are maintained for each student. Monitoring records are kept of each student, ensuring students complete assignments.

The goal of the program is to work in conjunction with parents to provide an excellent education for each enrolled student. 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 because they are not yet at grade level and are economically disadvantaged.

The learning level criteria for the independent study school are the completion of homework assignments. Approximately 90% of students are below grade level upon enrollment in ALC. Students attending ALC are monitored by their teacher and complete their weekly assignments. 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 Paakuma and the Alternative Learning Center, all schools participate in schoolwide programs. They meet the criteria: 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 align with goals to improve 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 at raising academic achievement than simply adding a variety of services and/or strategies. Each school site follows the process of taking a year to develop a comprehensive needs assessment with relevant Educational Partners and a comprehensive schoolwide program.

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, State/District assessment results, other student performance data, and perception data, to determine whether 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 related to federal funding and the maintenance of effective schoolwide programs. Title I Program Specialists present on a variety of topics, including School Site Council and its requirements; leveraging the federal budget to maximize resources; developing the School Plan for Student Achievement (SPSA); evaluating the plan and the effectiveness of expenditures; and 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 track address changes and maintain a transportation procedure to ensure students remain at their home school or school of origin without disruption.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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 avoid stigmatizing them.

- 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 they have access to transportation back to their school of origin (if previously enrolled), whether by school bus, public transportation, or other District-approved means. The department works closely with parents and school sites to ensure that youth have access to mainstream services that promote housing stability, meet students' educational needs, remove barriers to school success, and encourage families and students to participate in school site activities. Students, families, and schools assist with 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:

- Director Specialized Programs (1 FTE)
- Coordinator (1 FTE)
- Nurse (1 FTE)
- Counselor, Specialized Programs (2 FTE)
- Program Specialist (1 FTE)
- Support Teacher (3.5 FTE)
- Senior High Teacher (1 FTE)
- Pregnant Minor Teacher (1 FTE)
- Student Services Specialist II (7 FTE)
- Secretary III (1 FTE)
- Bilingual Senior Clerk (1 FTE)
- Bilingual Clerk I (1 FTE)

The success of Homeless Children and Youth Programs that are implemented includes: 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, including Nutrition Services, to assist with immediate access to free lunch programs, and with district and site staff to coordinate services, including transportation and enrollment, and to assist in 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, educational, and recreational activities.
- H.E.A.R.T.S./I.G.N.I.T.E./E.L.I.T.E. 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, for 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 as car mileage and cell phone allowances, to staff for 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:

San Bernardino City Unified School District (SBCUSD) coordinates 39 State Preschool sites and operates 50 preschool classrooms, both on and off elementary school campuses, for a total of 83 classes, including morning, afternoon, and full-day sessions. In addition, the district supports seven infant-toddler centers, totaling 13 classes. SBCUSD also provides families with ongoing access to parent training opportunities throughout the school year.

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 applicable to the site and to the parents of incoming kindergarten students. Title I personnel who share responsibility for ensuring transition activities take place at school sites include Community Resource Workers, Community Workers, Program Facilitators, Counselors, and Principals.

Karnig Infant Toddler Success (KITS) Program

The KITS Partnership with Cal State University of San Bernardino is an infant-toddler program that provides research-based, highly specialized parenting education designed to bring families closer and 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 curricula and elementary curricula. The alignment takes place as core textbooks are adopted. Preschool and elementary school 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 both the elementary and middle schools. 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 the fifth/sixth grade 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 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). The 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 a 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.
- 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-teacher conferences 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 take concurrent enrollment courses with the local community colleges.
- Counselors from local colleges visit the high schools to provide information on submitting applications and other general information.
- English classes, college center lessons, and advisory classes provide High School seniors with the opportunity to develop an application process for colleges, including the process of applying for scholarships.

Career Technical Education Programs (CTE)

Every comprehensive high school has a college and career center that serves as an advisor on 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 Pathways program, an approach to education that transforms the traditional high school experience by integrating strong academics, rigorous technical education, and real-world experiences to help students gain an advantage in high school, postsecondary education, and careers. The pathways are specific to each high school and encompass micro-Internships, internships, pre-apprenticeships, and apprenticeships. The SBCUSD pathways are aligned with 13 of the 15 industry sectors, including Health Science and Medical Technology, Manufacturing and Product Development, Arts, Media, and Entertainment, and Marketing. The program is largely funded through SBCUSD LCAP, CTEIG state, and federal Perkins funding.

Carl D. Perkins V Grant

Annually, the District applies for the Carl D. Perkins V Grant, which provides necessary equipment for Career Technical Education courses. The grant funds are used in part to provide employment training, create opportunities for collaboration between students and the industries involved, host guest speakers, and upgrade equipment.

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 foster a thriving, adaptable economy.

The Making Hope Happen Foundation also supports school and community initiatives through its Community Partner Managed Funds. Through this partnership, SBCUSD receives funding to run innovative programs that provide students with access to internships, scholarships, community outreach opportunities, and meaningful service experiences.

Summer Enrichment Programs

There are local programs such as Loma Linda University's Pipeline Program, UC Riverside ETS, and CSU San Bernardino Summer Prep. Programs within the United States are also available and have an application process, with no cost to attend, but require students to study at that school during the summer program. San Bernardino County offers a limited number of paid summer internships through its "SPARK" program that students can apply for to gain experience and insight into the variety of career opportunities within the County.

Summer Programs:

The goal of summer programs is to ensure all students have access to support, acceleration, and pathways to graduation. We offer three programs:

- Summer Bridge: Support students as they transition from middle school to high school.
- Credit Recovery: Helps students stay on track by offering courses students have not successfully completed.
- Superintendent Summer Graduation: For current seniors who need additional credits to graduate.

College Recruitment Fairs, e.g., United College Action Network, Inc. (U-CAN), Sacramento, CA, held at high school sites to encourage at-risk students 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 on academic achievement, attendance, and behavior are collected and used to inform educational decisions that determine which opportunities would be most beneficial for students at risk of dropping out. Additional interim testing is conducted using 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 (e.g., San Andreas) have been able to provide time for staff to collaborate and strategize the best services for their at-risk students, and to plan how to extend existing services to meet any new needs of the students.

Multilevel reform strategies are in place to help reduce the dropout rate following early identification and support for struggling students. These include, but are not limited to:

- Zero-period courses, summer school, Superintendent Graduation Class credit-recovery sessions, online credit-recovery programs, four- and five-year graduation plans, summer bridge programs, and support programs for multilingual learners help students remain engaged, stay in school, and graduate on track.

- Additionally, the District has expanded student support services by increasing intervention and support classes, including mathematics-focused instruction; expanding Career Technical Education (CTE) pathways; expanding dual-enrollment opportunities with local community colleges; implementing attendance-support initiatives through Specialized Services; and strengthening restorative practices through Positive Youth programs.

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 multi-funded personnel from various funding sources in addition to Title I funding. School-level Title I positions, such as program facilitators and resource teachers, assist in identifying and providing direct services to students who are identified as GATE or 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 focused on specific strategies for differentiated instruction, problem-based projects, and building instructional rigor.

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 managing book collections using centrally funded digital software 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.

At the central office level, the Microcomputer Specialist II support includes:

- Library computers: Installs, images, repairs, and maintains library desktops, laptops, and Chromebooks.

- Network access: Ensures Wi-Fi, internet connectivity, printing, and filtering systems function properly.
- Online catalog systems: Support access, barcode scanners, circulation workstations, and library management software.
- Digital resources: Assists with authentication systems, databases, Student Information System (SIS) integrations, and student/staff access.
- 1:1 devices: Manages distribution, inventory, repair, and replacement of student devices; the survey specifically asks about device-management responsibilities.
- Library website: Supports hosting, access, and integration with district systems.
- Instructional technology: Ensures presentation systems, makerspace devices, projectors, and collaboration tools are operational.
- Data reporting: Provides inventory counts, device utilization data, and technology asset records that help complete the survey.

Extended Learning Outside the Classroom

Title I extended learning (field trips and assemblies) is used to balance the curriculum and is integrated into academic instruction as 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, Coordinator, Program Specialists, Secretaries, Clerical staff, Microcomputer Specialist, and
- Budget staff to support the implementation of programs (e.g., Title I, Professional Development, Instructional and Family Engagement program.)
- Director, Assistant Director, Community Resource Worker, and Clerical staff to implement the Family
- Engagement Program throughout the district.

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

- The following actions and related expenditures support school goals and will be performed as centralized services.
- Examples of centralized services that are within the 85 percent of the District's total Title I allocation, direct services limitation, and may serve as professional development, include:
- Evidence-based instructional strategies, supplemental curriculum development, school climate, and data disaggregation for instructional staff.
- Increase learning opportunities such as universal access and intervention programs (i.e., supplemental curriculum).
- Data analysis services, software, and training for assessment of student progress.
- Teacher professional development activities for all schools (e.g., coordinators, program specialists, in-service, consultants, contracted service, etc.).
- Student Support Staff and Student Services/Recovery Specialist to provide students with 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 and coaching as well as additional professional development in core content.

Categorical Programs:

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

Accountability and Educational Technology Department:

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

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

2025-2026 Evaluation of Title I Services

Based on the evaluation of the CA Dashboard, NWEA data SPSA, the needs of the District's Focus Schools, teachers, and administrators, and the 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
- Continue to provide Professional Development books for staff instructional materials, and appropriate expenditures, such as Renaissance and NWEA

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 continue 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. Title I funds are used to implement academic, research-based, and results-oriented programs that help students improve their academic achievement in regular private school classrooms. Strategies included in the plan:

- Catapult Learning provides intervention services
- Books, materials, and equipment necessary to implement the Title I program
- Summer programs
- Professional Development

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:

SBCUSD does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBCUSD does not receive Title I, Part D funds.

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:

Professional Growth and Improvement

SBCUSD is a large urban area where 92.4% of the students are low-income and, consequently, need greater access to effective teachers, principals, and other school leaders. The District's approach to 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 2026-2027, the professional development focus is CORE and Professional Learning Communities.

The District continues to anchor its professional development in evidence-based strategies and draws on research from John C. Hattie. Focusing professional development on understanding Teacher Clarity and Teacher Efficacy, as well as on implementing strategies, has had a significant impact 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, positively impact student outcomes, and stay informed about effective teaching methodologies. Therefore, we will continue to focus on 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
- Professional Learning Communities (PLC)

DATA Sources that Guide Professional Development

District formative and summative data reinforce whether students are learning at the expected rate or indicate the need for professional development in areas of need and priority. 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 understand the capacity of school staff, their knowledge and skill levels, as well as their 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, and Evaluations of Professional Development sessions.
- English learner portfolios and curriculum embedded assessments.

SBCUSD's Professional Development Department model is based on the assumption that teachers do not simply believe that students are taught, but that 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 on Student Progress
- Improving Students' Academic Success
- Instructional Strategies
- Policies, Operating Procedures, and Requirements
- Professional Communication
- Student Discipline
- Time and Materials

Each spring, every SBCUSD principal, in collaboration with 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 2026-2027 TLP will focus on engagement in literacy and numeracy at elementary school sites, as well as on writing and higher-level mathematics questions at 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 them in the professional development calendars for the year.

As principals attend the monthly Administrator Leadership Institute (ALI) throughout the school year, they reflect on their progress at their school sites in addressing the TLP, using data systems related to academics, 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 so that the strategies obtained can be established before formal structures are released, and teachers can continue practicing and developing their teaching skills. Additionally, weekly contractual time is set aside for teachers to meet at the grade- or department-level to discuss assessment results, lesson planning, and lesson delivery, and to confer with their colleagues on the next steps in instruction.

Considerable thought is given to the focus and timing within the design and structure of all professional development offerings to sustain PD learning, embed strategies and learning into real practice, differentiate for teachers' 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 pursuing clear credentials, ineffective teachers with clear credentials, misassigned teachers, beginning teachers with emergency permits or intern credentials, seasoned teachers, new administrators pursuing clear admin credentials, new principals, aspiring administrators, classified classroom staff, and CTE teachers with probationary status. 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 for our district schools, full-time release mentors/coaches are assigned to schools achieving at the lowest levels (highest-priority schools) when possible, and to novice educators in need of the highest levels of support (those not meeting standards).

Teacher Induction Program (TIP)

The Teacher Induction Program is designed to offer support to beginning teachers who have completed a credentialing program and currently hold (or have applied for) a preliminary Multiple Subject, Single Subject, or Education Specialist credential. Research identifies the need to provide beginning teachers with focused induction support of sufficient intensity to improve the performance, retention, and satisfaction of 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, effective mentors who coach and model how to create a safe and welcoming environment where all students can learn and succeed. With their mentor, teachers develop an Individual Learning Plan (ILP) that outlines their goals, records their professional development activities, and tracks their progress as they work toward meeting those goals during the 2-year induction program.

Peer Assistance Review (PAR)

PAR consulting teachers provide confidential, one-on-one coaching support for those who self-refer, tailoring it to meet the teacher's current needs. Teachers can self-refer or request support when transitioning to a new grade level, when receiving an overall evaluation rating of "Partially Meets," when being placed on an assistance plan, or when seeking to strengthen their instructional practice. Permanent teachers receiving an overall "Unsatisfactory" performance rating on their end-of-year evaluation are required to participate in further refinement of 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, lesson implementation, and reflection on success. Furthermore, the consulting teachers select demonstration classrooms for observation and serve as coaches until effective strategies are established.

Classified Mentorship

The Classified Mentorship Program is a structured program tailored to support employees in instructional, clerical, librarian assistant, and custodial roles.

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, CSUSB science and education faculty, 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. Activities and PD sessions are outlined in the Teacher Onboarding Activity Guide.

Various sources of funding are used to enable Coordinators and Program Specialists (Curriculum and Instruction Departments) and a Principal on Assignment (ETSA) to provide additional professional development and coaching, drawing on their expertise in curriculum, best-first teaching strategies, content, Neurodiversity strategies, and assessments, and to monitor 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 to identified CSI, TSI, ATSI, and Focused schools. Central Office management staff (including a Principal on Assignment, Coordinator, and Assistant Director) act as the administrative coach for site-level administrators.

Adding in the coaching piece allows the teacher to deepen and extend their skills. In addition, teachers have the opportunity to learn how to implement the strategies and provide students with a variety of feedback. Cluster Walkthroughs gather information on the implementation of professional development, helping Program Specialists determine what to include in the follow-up training.

Educational Services (Curriculum and Instruction, Multilingual, Special Education, 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 for teaching it, and the co-trainers also address strategies to improve 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 help teachers refine their teaching skills. TK-12 program specialist teachers demonstrate their expertise in content areas and an array of instructional strategies. They also provide an equity lens that illustrates how to teach the State Standards to all students, regardless of 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 a difference.

Demonstration classrooms exemplify how students can have multiple opportunities to explore their creativity, solve problems, and apply critical thinking to analyze 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 provided for the development of lessons, the implementation of performance tasks, or assistance with any other component of the curriculum.
- The program provides videos on Vimeo and YouTube from 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 the curriculum.
- Providing professional development for all content areas.
- Providing coaching and mentoring for new teachers.

Special Education Training

Special Education professional development equips teachers with evidence-based strategies to scaffold instruction, differentiate curriculum, implement IEP-aligned accommodations, and navigate federal, state, and district compliance requirements. Training is offered throughout the year, focusing on District priorities and includes IEP development, autism spectrum disorder support, collaboration with psychological services, co-teaching models, and alignment with the District's core curriculum.

Technology Training

The Assessment and Educational Technology Department supports school sites through multi-funded Program Specialists who work with teachers to integrate instructional technology and district initiatives into daily lessons, including selecting 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 to implement instructional technology in 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. To retain effective guest teachers within our district, Program Specialists work 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 identified during monitoring of guest teachers' success and longevity in 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 present at conferences. Recognizing that conference attendance can be a learning opportunity tied to ongoing professional development, federal, state, and local funds are used to enhance teachers' knowledge. Attendance at conferences assists in staying current in one's own field, to offer the latest research, to present new approaches to real problems, and to contribute new ideas. Teachers attend conferences covering 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 with expertise in the district focus who may not be on our district staff. Therefore, Title II-funded contracted/consultant services for instructional professional development, such as CORE and Creative Leadership Solutions (CLS), may be used to support professional development that aligns with district/school needs and augments the instructional practices of teachers or administrators.

Leadership Roles Within the School Site

Many teachers want to take on a leadership role at the school site and/or 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 at the site or 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 serving 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 an equity lens that illustrates how to teach the Common Core State Standards to all students, regardless of 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

The Aspiring Administrator Program is a cohort-based professional growth program for successful Vice Principals and other SBCUSD staff, as well as current administrators in other districts who aspire to assume an administrative role 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 period of seven (7) months.

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

The Principals' professional growth series is held throughout the year to build their leadership capacity, including through 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, professional development opportunities, and materials are provided to principals. Included in the training are sessions on how to build a Teaching and Learning Plan that details the site's work and its specific professional development needs. In turn, curriculum and instruction departments use the plans to plan for site-specific professional development. As an additional layer of support, Cluster Leads provide seamless assistance to administrators.

New Administrator Onboarding

Throughout the year, 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, a portion of the onboarding process allows new administrators 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 how to meet the challenges of their new positions. 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 for growth, providing timely and meaningful feedback, and assisting 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 60 hours of professional learning annually. 40 hours are spent working directly with a coach, and 20 hours are spent on professional development. Each participant engages in a two-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.

Transformational Leadership Coaching - Principal Coaching and Mentoring

SBCUSD offers new principals in their first two years of the principal assignment a systematic, research-based coaching model to increase retention and ensure their success. District administrators who have previously served as highly effective Experienced Administrators have been

appointed as Principal Coaches and are assigned to formally coach each new principal. 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, PLC advisors, and CORE early literacy advisors.

Vice Principal Coaching and Mentoring

Vice-principals have unique learning needs based on their experience, which often leads to a lack of clarity about their role. SBCUSD offers vice principals several opportunities for coaching and mentoring. The program provides vice-principals with an opportunity (similar to that for teachers) to meet with their peers to discuss instructional leadership, building relationships, the Teaching and Learning Plan, and the role of the SPSA (including its budget and implementation).

Vice Principal/Coordinator Professional Growth - Administrator Leadership Institute

The Vice Principal/Coordinator professional growth series is held throughout the year to build leadership capacity, 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, fostering a culture of learning and positive behavior, and developing systems aligned 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 evidence showing 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 written following each training are used to ensure teachers' needs 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 training and training materials and makes adjustments to fit the current climate and need.
- Title II professional development presenters also serve as coaches and are focused on school sites for 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 learned strategies, giving district staff insight into the needs of specific sites so they can include these topics in their annual plan.
- Additional academic coaches work at designated sites to provide further coaching to teachers.
- 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 levels, including one-on-one coaching sessions and theme-based workshops held either in person or virtually.

2025-2026 EVALUATION OF PROFESSIONAL DEVELOPMENT and 2026-2027 NEEDS ASSESSMENT

Based on the evaluation of the CA Dashboard, SPSA, and the needs of the District's targeted schools, as well as input from teachers, administrators, and District Advisory Councils, the following professional development modules were presented and evaluated. Each topic has proven to be successful and will continue.

The Professional Development opportunities include:

- New Principal Coaching
- PLC and Leadership Coaching
- CORE Coaching
- NWEA PLC and Coaching
- ALI books and materials
- Clear Credential Program Coaching

Personnel includes:

- Program Specialists: Continue to strengthen program implementation by providing ongoing coaching and support through the employment of Program Specialists and the use of contracted professional services. These personnel will offer targeted guidance, technical assistance, and capacity-building to ensure consistent, high-quality delivery across all program areas.

The use of Contracted Services provides an additional layer of professional development to better meet individual needs across the 75 school sites.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

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).

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, SBCUSD has twenty-one (21) schools identified under School Improvement. No schools are identified as Comprehensive Support Improvement (CSI), sixteen (16) schools are identified as Targeted Support and Improvement (TSI), and five (5) 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 designated as CSI/TSI/ATSI. CSI/TSI/ATSI school sites do not receive an individual allotment of Title II funds. The district operates on the premise that funds are centralized and services are provided to the school site.

Funding is prioritized for CSI, TSI, and Focus schools

The District prioritizes funding and services for improvement activities that target support at the knowledge and skill levels of 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 for administrators and teaching staff at CSI, TSI, ATSI, and Focus school sites. Leveraging LCFF and Title I funds, Title II allows the district to strategically provide additional literacy and numeracy training and coaching to build the capacity of teachers and school leadership, which addresses the designated gaps identified 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, along with guidance for monitoring and evaluating programs based on each site's identified needs.

Identifying the needs of the CSI and TSI sites.

When schools are identified as CSI or TSI, the district determines areas of need and gaps through 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, enabling timely adjustments to the improvement plan.

Following the analysis. The essential element of support for sites is determined and establishes a strong, focused professional development model that considers progress monitoring and alternative strategies to address gaps for at-risk students. Funding and services are prioritized and provided through professional development, coaching, and implementation monitoring. 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 through updates at LCAP community meetings (held several times throughout the year), District Advisory Council meetings (three (3) times per year), Board meetings, and other relevant District advisory meetings. In addition to face-to-face meetings, SBCUSD gathers feedback through various surveys and personal contacts.

Prioritizing 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 coaching 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 instruction. School sites do not receive an individual allotment of Title II funds. The district operates on the premise that funds are centralized and, as a result, services are provided at 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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 ongoing reality of learning loss during distance learning, combined with the already significant academic needs of students not meeting grade-level proficiency, requires us to accelerate the implementation of 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 observations, and focus clusters that identify the greatest needs of students and teachers.

By leveraging LCFF funds alongside Title I and Title II, we can advance the goal of assisting our schools and the District in better serving low-income students and improving the quality of teachers and administrators. Title II funds are used to augment professional development opportunities for CSI/TSI/ATSI and Focus schools and will be the primary resource for advancing instructional practices year to year. By utilizing LCFF and Title I funds, classified staff and parents can be included in learning, providing a well-rounded foundation for student learning. Also, it is through these same combined resources that the strength of strategies for teacher recruitment and retention is influenced, 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 outcomes, including the California Dashboard, Cluster Walkthroughs, and NWEA data. Additionally, data from surveys, SPSA information, and Educational Partner input provide further evidence regarding the teacher's professional development and growth needs. Using the "Plan-Do-Study-Act" (PDSA) cycle as a continuous improvement model has proven successful in developing and implementing action plans to support Title II work for 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, and 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 form a working group that meets throughout the year to provide input on closing any instructional performance gaps. The result has been a commitment to creating structures, programs, practices, and activities designed to balance access for all teachers and promote success. Furthermore, district staff meet monthly to review priorities, adjust activities, and determine action steps based on relevant data.

Ongoing consultation to update and improve activities

Throughout the year, meaningful, ongoing consultations with all Educational Partners are part of the ongoing process to ensure that 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 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.

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

Grade-level/Department meetings are held monthly and include time for analysis. In addition, site-level leaders meet weekly to discuss and plan for teachers' specific needs. Furthermore, federally funded staff complete Time and Effort logs three times per year to ensure that program requirements and services meet students' educational needs and the teaching staff's professional growth needs. Records are monitored after each selected month 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 through frequent LCAP community meetings, Board meetings, and relevant district advisory meetings. In addition to face-to-face meetings, SBCUSD gathers 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 coaching for leadership. Regular site visits are conducted during ALI meetings to monitor the implementation of professional development strategies and coaching services. Next steps and feedback are provided to the site leadership.

Meaningful Consultations with Educational Partners

SBCUSD requests feedback, updates metrics, and solicits feedback regarding the LCAP annually. Additional annual surveys requesting feedback include the Parent Panorama Survey and Thought

Exchange, which address questions about satisfaction with the classroom educational process, and the Teacher Survey, which invites feedback on their needs for materials, supplies, and professional development.

Throughout the year, parent/student advisory groups, Educational Partnerships, participants in community meetings, the Board of Education, school staff, and district departments meet to analyze and discuss current data, including the various areas of need requiring Title II services. As a result of the feedback, the highest concern areas, requiring Title II services, for SBCUSD continue to be: Maintaining support staff to provide professional development, coaching, and modeling beyond the base program

1. Continue monitoring the implementation of professional development
2. Continue to provide systems to promote professional growth and improvement for teachers, principals, and other school leaders
3. Personnel such as Program Specialists and Administrators
4. Contracted services to provide professional development

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 enrolled in nonprofit private elementary and secondary schools within the district's geographic areas.

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 courses leading to degrees or advanced credentials, conferences, and workshops that align with the private school's 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:

2025-2026 Needs Assessment

District California Assessment of Student Performance and Progress (CAASPP). Based On The 2025 California Dashboard Release and Data Quest, English Learner Progress

2024	2025
English learner progress: 7,672 EL students - 76 points below standard, which is an increase of 4.2 points	English learner progress: 7,678 EL students - 64.5 points below standard, which is an increase of 11.4 points
Long term English learners (LTEL): 1,885 LTEL students -108.9 points below standard, which represents maintaining at -1.2 points.	Long term English learners (LTEL): 1,933 LTEL students - 100.1 points below standard, which represents an increase of 8.8 points.

English Language Proficiency for Summative ELPAC

2024	2025
Level 1 (beginning to develop): 25.22% Level 2 (somewhat developed): 30.25% Level 3 (moderately developed): 32.62% Level 4 (well developed): 11.91%	Level 1 (beginning to develop): 25.37% Level 2 (somewhat developed): 29.80% Level 3 (moderately developed): 32.48% Level 4 (well developed): 12.35%

ELPI

2024	2025
- 43.3% of the English learner students progressed at least one ELPI level, - 0.7% maintained at ELPI level 4,	• 45.5% of the English learner students are making progress, and maintaining at 1.7%. • 5.5% progressed at least 1 ELPI level • 0.2% maintained ELPI level 4

- 36.4% maintained at ELPI levels 1, 2l, 2h, 3l, 3h,
- 19.6% decreased at least one ELPI level

- 37.6% maintained ELPI levels 1, 2l, 2h, 3l, and 3h
- 16.6% decreased at least one ELPI level

English Learner (EL) Data Analysis: 2024–2025

1. English learner progress indicator key findings

- The EL student population remained stable, increasing by only 6 students.
- Performance improved from 76 points below standard to 64.5 points below standard, a gain of 11.5 points overall.
- The rate of improvement accelerated significantly:
 - 2024 growth: +4.2 points
 - 2025 growth: +11.4 points
- Although EL students continue to perform below the state standard, the substantial improvement in 2025 suggests that more students are making progress toward English proficiency and academic success.

2. Long-Term English Learner (LTEL) Performance Key Findings

- The LTEL population increased by 48 students.
- LTEL performance improved by 8.8 points, moving from 108.9 points below standard to 100.1 points below standard.
- In 2024, LTEL performance was essentially stagnant.
- In 2025, LTEL students demonstrated meaningful growth.

3. Summative ELPAC performance key findings

- The percentage of students achieving level 4 (well developed) increased from 11.91% to 12.35%.
- Level 2 and level 3 percentages declined slightly, suggesting that some students moved into higher proficiency levels.
- The percentage of students at level 1 remained relatively stable.

4. English Learner Progress Indicator (ELPI) Key Findings

- The percentage of students making progress increased from 43.3% to 45.5%.
- Students who decreased by one or more levels declined from 19.6% to 16.6%, a positive shift of 3 percentage points.
- More students maintained their current proficiency levels.
- The decrease in students maintaining level 4 may reflect students reclassifying and exiting EL status.

Summary Areas of Growth

- EL progress improved by 11.5 points, reducing the distance from standard.
- LTEL performance improved by 8.8 points, reversing prior stagnation.
- ELPI progress rates increased from 43.3% to 45.5%.
- Fewer students regressed in English proficiency (19.6% → 16.6%).
- More students achieved the highest ELPAC proficiency level (11.91% → 12.35%).

Overall conclusion

The 2025 data demonstrate a positive trajectory for English learners across multiple indicators. Gains in EL progress, LTEL performance, and ELPI growth suggest that district efforts to strengthen language development are yielding results. While substantial achievement gaps remain, particularly among long-term English learners, the accelerated growth observed in 2025 provides

evidence that targeted supports are helping more students advance toward English proficiency and academic success.

Reclassification

As of March 2025, there were 7,678 English Learner students, of whom 833 (10.85%) were reclassified.

As of March 2026, there were 8,341 English Learner students, and 764 (9.16%) were reclassified.

Local measures, such as benchmarks, English learner portfolios, and curriculum-embedded assessments, recognize English learners' growth yet reveal gaps in the educational program. Informal data, as well as formal assessments, provide a picture of the strengths, concerns, and needs of the reading, writing, listening, and speaking program. Professional development opportunities are identified and structured around teachers' needs to better support them. Fourteen itinerant Education Assistant III (EAIII) positions 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.

Monitoring of Reclassified English Learner Students

SBCUSD monitors all students who have been reclassified as Fluent English Proficient (RFEP) for four years after reclassification. Monitoring occurs quarterly and includes academic performance, language development, benchmark assessments (such as NWEA), and teacher input. Students who fall below expectations, especially those scoring below the 50th percentile on district-approved assessments, are identified for targeted interventions.

Both elementary and secondary schools follow structured monitoring procedures. Elementary and Secondary Multilingual Program Specialists review data throughout the year to ensure RFEP students maintain academic progress. Teachers and support staff collaborate to analyze data, identify needs, and implement interventions through MTSS processes. Support may include small-group instruction, specialized strategies, extended learning, and other evidence-based measures as outlined in the English Learner Master Plan.

Professional Development:

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

All San Bernardino City Unified School District schools have 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 provides 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 sufficiently intensive and long-term (which must not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on teachers' classroom performance.

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, evidence-based professional development focused on effective language instruction, including 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 help teachers understand how to plan for ELD in integrated and designated settings. 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 debriefing and feedback sessions. Additionally, there is a laser-like focus on the 5 components of ELD, which are 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 focused on effective language instruction, including 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 so that all administrators understand how to observe and monitor effective ELD in integrated or designated settings. The components are: Oral Language Development, Academic Language Development, Writing, Differentiation, and the use of 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 in analyzing a variety of assessments, including ELPAC, and in using data to place and move students into 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.
- The OECD Project GLAD® (Guided Language Acquisition Design) model is an integral part of ongoing professional development for teachers and an essential component in building vocabulary and content knowledge. The strategies used in daily lessons have had a positive impact on student learning outcomes in reading, math, and other content areas, as measured by our formative data, EL Portfolios, and standards-aligned assignments.
- Kagan and Collaborative Structures are another avenue for ongoing growth for the teaching staff. The independent consultant provides teachers with strategies for using collaborative learning, which emphasize engagement, interaction, discourse, inquiry, and critical thinking. English learners have the same high expectations as all students in each content area. Both language instruction designs include ongoing training and follow-up coaching, and implementation is monitored through 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 teachers' capacity by demonstrating ELD strategies, presenting foundational reading skills, using ELD strategies within an integrated lesson plan, and assisting with the assessment of student achievement 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 teachers' needs for content

understanding and 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 ELD strategies to improve outcomes for all students.

- All teachers can build a repertoire of instructional strategies to help English learners better understand the standards as they become proficient in the language. The goal is for English learners to be ready for college and/or a career. With Title III support, supplementary professional development includes a coaching phase, allowing educators to practice and receive feedback on their new learning until it is well established in daily lesson planning.
- Additionally, teachers are given time within the weekly professional learning community to meet and plan at the grade- or department-level. By using the time to build lessons and structure lesson delivery, teachers have every opportunity to learn, practice new skills, and gain experience. Teachers can also evaluate their program by analyzing assessments and other relevant learning outcomes. Teachers can 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 understanding of English and Spanish terminology and for determining the most effective ELD strategies.
- All District personnel, including administrators, certificated, and classified staff, have opportunities to learn effective pedagogy for English Learners through various professional learning opportunities (e.g., CAFE, La Cosecha).
- Using Title I and LCFF funds, parents receive services through the family engagement office, the parent engagement center, school sites that provide parent resource centers and parent engagement activities, and 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 its funds on Title III-funded personnel (Program Specialists, Support Teachers), who work directly with teachers 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 who need more focused support, additional personnel have been assigned to work 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 focuses on providing lesson development, modeling, and coaching to designated and integrated classroom teachers across all content areas, in addition 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 ELF's receive additional training in coaching practices, assessment analysis, and further practice applying ELD standards across all content areas during individual and collective monthly meetings. Training includes virtual learning strategies to help support and engage English learners.

All teachers are invited to attend optional in-person or virtual skills clinics that expand and deepen their skills and strategies for improving Spanish vocabulary. Topics include monitoring student progress on ELD standards and on Integrated and Designated ELD, using portfolios, ELD curriculum, 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 with 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 student grades in middle and high schools, and working with individual students on 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.

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. \$ 126,015.00 as of May 2026

In gathering input to prioritize immigrant 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 training, surveys, and monthly principal meetings. LCAP Community meetings and District and Site level Parent Advisory meetings and surveys.

The highest population of English learners (over 15%) is designated as Spanish speakers. The next highest population group (less than 15%) is 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 (EAs) to provide one-on-one and small-group in-class support to help students enhance their communication skills and ensure they understand the material being taught, primarily in 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 enable them to access and actively participate in classroom activities, engage in work outside the classroom (homework), and, in many cases, empower parents to 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 vital in promoting school-to-home connections when 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 and Title III funds, to ensure we provide support for our immigrant students through Educational Assistants. Additionally, schools may use Title I funds to support English learners' achievement. We will prepare an annual budget and allocate funds to continue supporting 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 and immigrant funding support the hiring of Educational Assistants to serve our immigrant students/English Learners as part of our annual action/funding plan. We will use Title III and LCFF/LCAP funds when immigrant funds are not sufficient to support our Educational Assistants.

San Bernardino City Unified School District (SBCUSD) will provide enhanced instructional opportunities for immigrant children and youth through a comprehensive program designed to accelerate English Language Development, support academic achievement, and promote successful integration into school and community life. Services will be aligned with the unique educational and social-emotional needs of newly arrived immigrant students and their families.

SBCUSD will implement supplemental instructional programs that may include extended-day and summer learning opportunities focused on English language acquisition, literacy development, academic vocabulary, and content-area support in mathematics, science, and social studies. These programs will provide targeted intervention and enrichment opportunities that complement the core instructional program.

The district will offer newcomer support services for recently arrived students, including orientation programs, academic assessments, individualized learning plans, and culturally responsive instructional practices designed to facilitate successful transitions into U.S. schools. Students will

have access to evidence-based instructional materials and technology resources that support language development and academic engagement.

To enhance educational outcomes, SBCUSD will provide professional learning opportunities for teachers, administrators, and support staff focused on effective instructional strategies for immigrant students, trauma-informed practices, cultural responsiveness, and family engagement. Staff will utilize data to monitor student progress and adjust instructional supports as needed.

Recognizing the critical role of families in student success, SBCUSD will offer family engagement activities and resources in languages understood by parents and guardians. These efforts may include parent workshops, community resource fairs, informational sessions on navigating the educational system, and interpretation and translation services to strengthen home-school partnerships.

The district will collaborate with community-based organizations, higher education institutions, and local agencies to provide additional academic, social-emotional, health, and career readiness supports for immigrant students and their families. Through these coordinated efforts, SBCUSD will ensure immigrant children and youth have equitable access to educational opportunities and are prepared for success in school, college, career, and civic life.

Title III Programs and Activities

ESSA SECTION 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 Title III 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.

Input is gathered through professional development training, educational partner surveys, monthly principal meetings, LCAP community engagement meetings, and District and site-level Parent Advisory Committee 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 coach 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 the diverse characteristics and experiences of EL students. English proficiency levels are diverse: the needs of beginning students are vastly different from those of long-term English learners, and the needs of primary students are very different from those of secondary students. No 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 incorporate a Multi-Tiered System of Support to help English learners achieve English fluency and academic success, including students with special education needs.

Effective Language Programs in Place Specific to English Learners

SBCUSD maintains 4 program models 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 is designed to recognize and meet students' needs and support their success in English and academics. Title III allows the district to offer the following supplemental intensive programs: professional development focused on English learner goals, language support for all proficiency levels, and the use of digital resources. Dual Immersion has been expanded to include 2 more middle schools (3 in total), and plans are in place to add a high school.

Professional Development

The following are programs offered by SBCUSD:

Professional development programs have been discussed at length; to summarize, the following programs are 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-class 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 administrators, and District administrators shall receive annual training on interpreting 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, evidence-based professional development focused on monitoring effective language instruction, including tracking

student progress on 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, woven into all content-area professional development, so teachers can understand how to plan for ELD in 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 focused on effective language instruction, including 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 program's design is to accelerate student learning through designated ELD. Each year, we have new secondary students in the early stages of language proficiency who are not progressing at the expected rate in academic performance or language development. Data supporting this decision include 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 have been here for 2 years or less and are at the beginning level of proficiency have the opportunity to receive intensive language instruction alongside academic content for 2 years. During this period, students receive instruction in English and Spanish (or another language) in a self-contained classroom, where they can be immersed in English and learn about our community's culture and the high school environment.

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

Title III funding supported this core program by facilitating additional teacher training and coaching on the following topics: understanding the needs of beginning English learners at the secondary level, presenting academic content using ELD strategies in an integrated setting, and monitoring progress. Additionally, Educational Assistant IIIs and college interns serve as sources 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 an instruction method focused on the 2012 ELD standards, which 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 allocate appropriate time for daily ELD in elementary and secondary settings. If determined, English learners are also provided with appropriate intervention classes. Instructional materials support high levels of student learning. Explicit scaffolding and ELD enable 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 - Supplemental Language Instruction Language Instruction

Classified staff supplements the efforts of the classroom teachers. Educational Assistants III (EAIII) work directly with students to help remove language barriers as students receive their core instruction in English. After the ELPAC is administered, designated itinerant EAIIIs use a supplemental language assessment (AVANT) in the student's primary language and in English. In addition to supporting 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 by offering direct support to a caseload of EL students.

As the EL student acquires language proficiency, college interns tutor them in academic content knowledge and help them understand higher levels of academic content. Support Teachers at elementary and secondary schools by modeling and coaching 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.

The OECD Project GLAD® (Guided Language Acquisition Design) model is an integral part of ongoing professional development for teachers and an essential component in building vocabulary and content knowledge. The strategies used in daily lessons have had a positive impact on student learning outcomes 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 those for all students in each content area.

Both language instruction designs include continuing training, follow-up coaching, and implementation monitoring through principal walkthroughs and instructional rounds.

San Bernardino City Unified School District (SBCUSD) will develop, implement, and administer a comprehensive Title III program designed to support English learners in attaining English language proficiency and meeting California's challenging academic content and performance standards. Title III-funded services will supplement the District's core instructional program and will be grounded in

evidence-based practices that promote language acquisition, academic achievement, and meaningful participation in school.

SBCUSD will implement high-quality language instruction that integrate English Language Development (ELD) and grade-level academic content instruction. English learners will receive designated and integrated ELD aligned with the California English Language Development Standards and California Content Standards. Instruction will emphasize the development of listening, speaking, reading, and writing skills while providing access to rigorous academic content across all subject areas.

To accelerate language acquisition and academic success, the District will provide supplemental instructional opportunities, including extended learning programs, targeted intervention, and enrichment activities for English learners. These services will address identified student needs through differentiated instruction, language-focused supports, and the use of research-based instructional materials and technology resources.

SBCUSD will utilize student assessment data, including the English Language Proficiency Assessments for California (ELPAC), local benchmark assessments, and classroom performance measures, to identify student needs, monitor progress, and provide targeted support. Data-driven decision-making will ensure that instructional programs are responsive and effective in helping English learners make progress toward English proficiency and academic achievement.

The District will provide ongoing professional learning for teachers, administrators, and support staff to strengthen their capacity to effectively serve English learners. Professional development activities will focus on evidence-based instructional strategies, designated and integrated ELD implementation, academic language development, culturally and linguistically responsive teaching practices, and effective use of student data to improve outcomes.

In addition, SBCUSD will promote meaningful family and community engagement by providing workshops, training, and resources that help parents and guardians support their children's language development and academic success. Communication with families will be provided in languages that parents can understand, and interpretation and translation services will be made available to encourage active participation in school programs and decision-making processes.

Through these coordinated Title III programs and activities, SBCUSD will ensure that English learners receive equitable access to high-quality educational opportunities, develop English language proficiency, achieve academic success, and graduate prepared for college, career, and civic engagement.

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

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 centrally managed and used to provide equitable services to all 73 schools to help ensure that English learners achieve English proficiency and meet challenging state academic standards. District- and school-level documentation includes technical assistance records that show 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 English fluency 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 to facilitate timelier, centralized data acquisition 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 provide evidence that GLAD strategies, Dr. Kate Kinsella's vocabulary and sentence-stem strategies, and 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 identifying and supporting effective designated and integrated ELD in classroom instruction, as well as training on interpreting EL-related data to make data-driven decisions for resource allocation, professional development, and support.
- Monitor RFEP students for four years. SBCUSD monitors all students who have been reclassified as Fluent English Proficient (RFEP) for four years after reclassification. Monitoring occurs quarterly and includes academic performance, language development, benchmark assessments (such as NWEA), and teacher input. Students who fall below expectations, especially those scoring below the 50th percentile on district-approved assessments, are identified for targeted interventions.
- Both elementary and secondary schools follow structured monitoring procedures. Elementary and Secondary Multilingual Program Specialists review data throughout the year to ensure RFEP students maintain academic progress. Teachers and support staff collaborate to analyze data, identify needs, and implement interventions through MTSS processes. Support may include small-group instruction, specialized strategies, extended learning, and other evidence-based measures as outlined in the English Learner Master Plan.
- EAll and reclassified info: 360 students served, with 14 reclassified (3.8%). In reviewing this data and information regarding the service of the EAlls, we found that most of the students being served are newcomers to the country and low-achieving in reading and math. SBCUSD will continue to monitor the progress of the English learner student group to determine next steps in continued support.

EVALUATION TITLE III - 2025-2026

Based on the evaluation of the CA Dashboard, SPSA, and the needs of the District's targeted schools, teacher, administrator, and the District English Learner Advisory Committee's input, the Title III program will continue to:

- Provide EAlls to support English learner students
- Use a Support Teacher and Program Specialist as instructional coaches
- Carryover funds used to purchase supplementary instructional materials and supplies will not continue during the 2026-2027 school year.

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, resulting in the official identification of ELs and their levels.
- A Memorandum of Understanding is developed and agreed upon; it includes a description of the equitable services (programs, services, and/or products) to be provided, the estimated costs, and the dates on 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.

San Bernardino City Unified School District (SBCUSD) will implement evidence-based programs and supports that assist English learners in attaining English proficiency and meeting California's challenging academic standards.

The District will provide a comprehensive system of instructional services, progress monitoring, professional learning, and family engagement designed to promote positive outcomes for English learners.

To support English learners in achieving English proficiency, SBCUSD will implement designated and integrated English Language Development (ELD) instruction aligned with the California English Language Development Standards. Schools will use English Language Proficiency Assessments for California (ELPAC) results, local assessments, and classroom performance data to identify student needs, monitor progress toward English proficiency, and provide targeted interventions and supplemental support. English learners will receive differentiated instruction that develops listening, speaking, reading, and writing skills while fostering academic language proficiency across all content areas.

The District will establish systems for regular review of student performance data to ensure that English learners are making adequate progress toward the State's long-term goals for English language proficiency. School site teams, teachers, and administrators will use data to identify students requiring additional support and implement timely interventions, including small-group instruction, tutoring, extended learning opportunities, and newcomer supports for recently arrived students.

To ensure English learners meet California's challenging academic standards, SBCUSD will provide access to grade-level curriculum and high-quality instruction that integrates language development with rigorous academic content. Teachers will employ research-based instructional strategies that promote language acquisition, content mastery, and meaningful participation in classroom learning. English learners will have equitable access to core academic programs, advanced coursework, intervention services, educational technology, and enrichment opportunities that support academic success.

The District will provide ongoing professional learning for teachers, administrators, and instructional support staff focused on effective instructional practices for English learners, implementation of designated and integrated ELD, academic language development, culturally and linguistically responsive teaching, and the use of assessment data to improve student outcomes. Professional development will strengthen staff capacity to support English Learners at all levels of English proficiency and academic achievement.

SBCUSD will also engage families as partners in supporting student success by providing information, resources, and training in languages understood by parents and guardians. Family engagement efforts will include workshops on English learner programs, ELPAC results, reclassification criteria, graduation requirements, college and career readiness, and strategies for supporting learning at home.

Through these coordinated efforts, SBCUSD will ensure that English learners receive the instruction, interventions, and supports necessary to attain English proficiency, achieve academic success, and graduate prepared for college, career, and civic participation.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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:

DESCRIPTION OF THE CONSULTATION AND NEEDS ASSESSMENT USED TO DETERMINE THE ACTIVITIES

How the LEA developed the application in consultation with individuals and entities

The San Bernardino City Unified School District (SBCUSD) has sought and worked with a variety of stakeholders in the annual update of the Local Control and Accountability Plan (LCAP). The LCAP is consistent with the tenants of the Title IV – Student Support and Academic Achievement Grant/Plan – including multiple opportunities for input from parents, students, teachers, site administrators, central office staff, and community groups. In addition, central office staff have collaborated across divisions and departments to align programs, services, and activities that can be augmented utilizing Title IV funding.

SBCUSD has charged the Student Services Division with the task of developing programs that will be innovative and beyond what our current educational program is allowing. The three departments addressing the need are Student Wellness and Student Assistance, Specialized/Alternative Programs, and the Family Engagement Department. The importance of each is essential in

addressing the academic and social-emotional needs, as well as the needs of the families of students.

The needs assessment of the LEA as required

SBCUSD has utilized key data metrics related to student academic and behavior data points, including the California Dashboard. In addition, SBCUSD has solicited input from a cross-section of Educational Partners through a series of meetings and surveys, including:

- Input on the Local Control and Accountability Plan
- Panorama Community Survey instrument related to Social Emotional Learning (SEL) and student connectedness
- Community Listening Sessions
- Student Leadership Advisory Council
- Input from Superintendent's Parent Advisory Committee and other District-level advisory groups
- Parent comments regarding the additional funding, have been positive and their input has been included in the planning. Parents have agreed that funds must be prioritized to the most at-risk students instead of being distributed to all seventy schools, as it would result in insufficient and ineffective programs.

Parent comments and input have included the following:

- "Have specialized counselors who students can talk to because it is necessary for some of our students,"
- "It is important for students who see themselves as "bad dudes" students be given a hope for their future and one they can visualize,"
- "I work at the school as a volunteer, and so many students need additional mental health support that this funding will provide," and
- "Once students can move beyond their mental/social health issues, they will be able to concentrate on their academic studies."

2025-2026 School Year: Current partnerships include various counties, Industry, C-STEM, and Community/Colleges

Activities related to:

Well-Rounded Education(4107)

SBCUSD addresses this area with the following strategy: a robust curriculum for Science, Technology, Engineering, and Mathematics (STEM). The program will include computer science and increased 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 the 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.
- Provide a STEM curriculum that is high-quality, high-interest, and motivating for student learning.
- Create a comprehensive STEM (Science, Technology, Engineering, and Math) professional development program for teachers that focuses 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, including Internships, Apprenticeships, and work-based program opportunities.
- Partner with the local community college (Dual Enrollment), Work Force Development, Industry Partners, and County organizations in order for students to earn college credits in addition to completing their high school diploma.
- 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:

- Integrate health and safety practices into school or athletic programs
- Emergency Preparedness & Crisis Response
- Evacuation, shelter-in-place, reunification, ICS procedures
- Workplace Violence Prevention
- Threat awareness, de-escalation, reporting procedures
- Hazardous Materials Safety
- Chemical handling, SDS training, spill response, hazardous waste
- Fire & Life Safety
- Fire prevention, evacuation procedures, safety inspections
- Injury & Illness Prevention
- Bloodborne pathogens, heat illness prevention, workplace safety

Student Wellness and Support Services Department

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

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 counselors.
- school-based violence prevention strategies
- drug abuse prevention, including educating children facing substance abuse at home
- bullying and harassment prevention.

Activities related to:

Effective Use of Technology in Schools (4109)

Schools receive support in using effective instructional technology through the combined services of the Accountability Educational Technology Department and the Information Technology Department. By leveraging other district funding alongside Title IV, each school can provide all students with the most current available technology. 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
- 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 focus their time on providing teachers with the information, programs, and apps, as well as the modeling needed for instructional technology and 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 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 instructional technology.

SBCUSD continues to review and reflect upon data regarding the Title IV, Part A programs and activities in the areas of well-rounded education, safe and healthy students, and the effective use of technology. Program reviews and reflections are data-based and take place during regularly scheduled LCAP community meetings and parent advisory meetings. This engagement process includes feedback from collaboration and dialogue, as well as input from Educational Partners, staff, and students. This regular needs assessment includes a review of state and local data to determine which areas need to be established and which need to be modified. The LCAP Federal Addendum is updated annually based on the findings. Title IV funding is best utilized by coordinating 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

2025-2026 EVALUATION OF TITLE IV PROGRAM

Based on the evaluation of the CA Dashboard, SPSA, and input from teachers, administrators, Educational Partners, and the District Advisory Council, the following strategies will continue to be implemented.

- Undercover Anti-Bullying Teams (UABT) program
- Guest Teachers and College Student Interns to support programs and events such as Career Days/Fairs, Public Relations events, and educational events such as Literacy Fair
- STEM training and necessary equipment
- College Career Coordinator
- Professional Development and materials
- Provide devices to train staff on the effective use of technology
- Certificated Additional Duty
- Program Specialists
- Counselors
- Mental/Health/Wellness Services

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 access to 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
- Professional Development
- STEAM (Science, Technology, Engineering, Art, 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 STEAM curricula
- World/foreign language instruction
- Supplemental materials and equipment necessary to implement the Title IV program's focus on a healthy, active lifestyle