SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT

Mauricio V. Arellano
Superintendent

June 12, 2026

Dear Educational Partners,

On behalf of the San Bernardino City Unified School District, I extend my sincere gratitude for your active participation and thoughtful input in developing our 2026–2027 Local Control and Accountability Plan (LCAP). Your engagement through the District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), and other community forums is essential in shaping a plan that reflects the diverse needs, aspirations, and priorities of our students, families, and Educational Partners.

As required by state guidelines and aligned with our District's commitment to transparency, accountability, and continuous improvement, I am writing to formally respond to the questions, comments, and recommendations you provided during the recent advisory meetings. Your feedback has been instrumental in refining the LCAP goals, actions, and proposed expenditures, and we deeply value the perspectives you shared.

Throughout the engagement process, Educational Partners asked thoughtful and important questions regarding student achievement, English Learner services, Special Education, student supports, school accountability, enrollment outreach, college and career readiness opportunities, and the stewardship of District resources. These questions reflect a strong commitment to ensuring that every student receives the support and opportunities needed to thrive.

The LCAP serves as our roadmap for improving student outcomes and directing resources to the areas of greatest need. Through meaningful collaboration with our Educational Partners, we are better equipped to make informed decisions that advance equity, strengthen student achievement, and support the whole child.

Please find below our responses, organized by the major themes that emerged from your input. We hope these responses provide additional clarity regarding the District's priorities, investments, and ongoing efforts to support student success.

Thank you for your partnership, advocacy, and unwavering commitment to the students of San Bernardino City Unified School District. Together, we will continue to create opportunities, remove barriers, and ensure that every student is prepared for a bright future.

Our Contributing Action Goals for the 2026-2027 academic year continue to be:

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

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

Meeting Date	Educational Partners Group	Topic
October 9, 2025	District Advisory Council	LCAP Summary
October 20, 2025	Student Leadership Advisory Council	LCAP Summary
November 3, 2025	Superintendent's Parent Advisory Council	LCAP Summary
November 6, 2025	District African American Parent Advisory Council	LCAP Summary
November 7, 2025	District English Learner Advisory Committee	LCAP Summary
November 20, 2025	Community Advisory Committee	LCAP Summary
January 21, 2026	Directors/LCAP Leads	Mid-Year Progress Monitoring & Support
February 12, 2026	District Advisory Council	Annual Update Process
February 17, 2026	School Board Update (per Ed. Code)	LCAP Mid-Year Update
February 19, 2026	Community Advisory Committee	LCAP Mid-Year Update
February 23, 2026	Superintendent's Parent Advisory Council	LCAP Mid-Year Update
February 27-April 30, 2026	LCAP ThoughtExchange Input	Educational Partners 26-27 LCAP Input
March 5, 2026	District African American Parent Advisory Council & Pacific Islander Advisory	LCAP Mid-Year Update
March 13, 2026	District English Learner Advisory Committee	LCAP Mid-Year Update
March 16, 2026	Student Leadership Advisory Council	LCAP Summary
March 16, 2026	LCAP Showcase "Form Vision to Impact-Our District Shines"	Interactive Input Gathering

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Meeting Date	Educational Partners Group	Topic
April 29, 2026	SELPA Consultation	Consultation/Input
May 14, 2026	District Advisory Council	26-27 LCAP Draft & Questions for the Superintendent
May 18, 2026	Educational Partners Community Meeting Special invite to DAC/DELAC (per Ed. Code)	26-27 LCAP Draft & Questions for the Superintendent
May 26, 2026	Local Bargaining Union Consultation	26-27 LCAP Draft & Questions for the Superintendent
June 2, 2026	SBCUSD Board Meeting	LCAP Public Hearing

On May 29, 2026, the Public Hearing Draft of the 2026-2027 LCAP was posted online for public review, and hard copies were made available at the Board of Education building. The Board of Education held a Public Hearing, as required by Education Code 52062(b)(1), at the regularly scheduled Board meeting on Tuesday, June 2, 2026. On June 16, 2026, the SBCUSD Board of Education will include an action item to adopt the 2026-2027 LCAP, as required by Education Code 52062(2), during its regularly scheduled meeting.

I carefully examined the questions and comments regarding the draft 2026-2027 LCAP. Your input is critical in shaping the plan that meets our students' needs, so each question and comment has been thoroughly reviewed and considered. Attached to this letter is a table containing the questions and comments sent to me, along with my response, as required by Education Code 52062(a)(1).

Respectfully,

Mauricio V. Arellano
Superintendent
San Bernardino City Unified School District

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Question/Comment:	Superintendent's Response
Supplemental and Concentration LCAP Questions	
"I'm curious as to why $11,160,536 is allocated to EL Learner Student Achievement alone?" **Source: Community Meeting (DAAAC Parent/Guardian)**	English Learners are one of the District's Unduplicated student groups, and we are required to address their unique academic and language development needs. The funding supports services that help students become proficient in English and reclassify, including instructional support staff, professional development for teachers, and the work of our Multilingual Programs Department. While we have seen progress, our data show that additional support is needed to accelerate achievement. Since English Learners require services beyond the core instructional program, additional funding is necessary to meet their needs and promote equitable outcomes.
"Is there someone who looks over or monitors the school's of how the money is being used?" **Source: Community Meeting (DAC Parent/Guardian)**	The District has several layers of oversight to ensure funds are spent appropriately and in alignment with approved plans. Expenditures are reviewed by the Categorical Programs Department for allowability, Fiscal Services for proper budgeting, and Purchasing for cost effectiveness. In addition, Categorical Program Specialists work closely with school sites to monitor budgets and expenditures throughout the year, and District staff regularly review monthly budget reports to ensure accountability and responsible use of funds.
"In terms of reducing suspension, how does it look for teachers? Is it the same across the board? Is it different across the district (in regard to Equity Multiplier)?" **Source: Community Meeting (DAC Parent/Guardian)**	The District's approach to reducing suspensions focuses on prevention and student support while continuing to comply with California Education Code requirements for suspendable offenses. While all schools are expected to implement District policies and procedures consistently, support may vary based on the specific needs of students and school communities. Schools receiving Equity Multiplier funding may have additional resources and interventions designed to address the unique challenges their students face. Our goal is to reduce suspensions through proactive strategies, relationship-building, restorative practices, healing-centered decision-making, and targeted supports while maintaining safe and orderly learning environments for all students.

Question/Comment:	Superintendent's Response
Supplemental and Concentration LCAP Questions	
"Please clarify 3.3 Targeted Enrollment." **Source: Community Meeting (DAC Parent/Guardian)**	Action 3.3 is designed to increase awareness of the District's specialized educational opportunities beyond traditional neighborhood school enrollment. Through enrollment fairs, community outreach events, advertising, billboards, and other communication efforts, we inform families about programs such as Dual Language Immersion, lottery-based schools, preschool, and Transitional Kindergarten (TK). Most of the expenditures associated with this action support outreach and marketing efforts rather than personnel costs, helping ensure that all families have equitable access to information about the programs and opportunities available throughout the District.
"What is the age group for academic field trips and science field trip? Are we able to expand HBCU tours to include 6th grade?" **Source: Community Meeting (DELAC Community Member)**	<u>Academic and Science Field Trips</u> The EXL Department supports academic field trip opportunities across multiple grade levels to enhance classroom learning and student engagement. Additionally, the Science Camp Field Trip is specifically designed for 5th-grade students as part of our efforts to strengthen Science instruction and provide hands-on learning experiences. This opportunity helps prepare students for the California Science Test (CAST), which is administered in grade 5, by allowing students to apply scientific concepts in authentic, real-world settings. <u>Expanding Historically Black Colleges and Universities (HBCU) Tours to Include 6th Grade Students</u> The HBCU tours were originally designed to provide college and career exposure for older students who are closer to making postsecondary decisions. We recognize that early college awareness is an important part of our educational vision. Expanding opportunities for 6th-grade students is an idea worth exploring. Any expansion would require a review of program goals, age-appropriate activities, logistics, funding availability, and the overall impact on student learning. We appreciate this recommendation and will continue to evaluate ways to broaden college and career exposure opportunities so that students begin developing postsecondary aspirations at an earlier age. Our commitment is to ensure equitable access to experiences that inspire students and help them envision their future success.

Question/Comment:	Superintendent's Response
Supplemental and Concentration LCAP Questions	
"Is IEP included in the plan?" **Source: Community Meeting (DELAC Community Member)**	Although Individualized Education Programs (IEPs) are not included as a separate component of the LCAP, the LCAP includes goals, actions, and services designed to support the success of all students, including students with disabilities. The IEP process remains the primary mechanism for determining and providing individualized support and services based on each student's unique needs and identification. The District is committed to ensuring alignment between LCAP priorities and the Special Education Local Plan Area (SELPA) Plan to improve outcomes, access, and opportunities for students receiving Special Education services.
"I've participated in various IEPs and have noticed that it's very difficult to get certain services or programs for example when parents are requesting 1:1 services or evaluations done mid-year instead of yearly." **Source: Community Meeting (CAC Parent/Guardian)**	Special Education services are governed by federal and state laws, and IEP teams must make decisions based on each student's individual needs and the legal requirements that guide evaluations and services. The goal is to provide the appropriate level of support in the Least Restrictive Environment while helping students develop the skills and independence needed for long-term success. It is also important to note that services outlined in an IEP are legal obligations and are funded through Special Education funding sources. LCAP funds are intended to provide supplemental services and cannot be used for services the District is already required by law to provide.
"In what part or what percentage of the LCAP is directed specifically for Special Education, and under what goal does it fall under?" **Source: Community Meeting (CAC Parent/Guardian)**	Special Education students benefit from many LCAP-funded actions across Goals 1, 2, and 3, so no specific percentage of the LCAP is exclusively dedicated to Special Education. In addition, Goal 1, Action 22 provides supplemental targeted supports such as Let's Go Learn and Goalbook to support student progress and IEP development. It is important to note that most Special Education services are funded through separate Special Education funding sources, while the LCAP provides supplemental support that benefits students with disabilities.

Question/Comment:	Superintendent's Response
Supplemental and Concentration LCAP Questions	
"It appears that the funds provided through LREBG may be expiring after the 2027-2028 school year. If yes, is the District preparing funds to maintain Resident Guest Teachers program? I believe this position is very valuable to students because when the teacher is out, they get to have a teacher who knows them and is familiar with their individual needs. Additionally, it seems that the Kinder Aides positions are also quite valuable and will hopefully be kept beyond the expiration of LREBG funds." **Source: Community Meeting (SBCUSD Certificated Staff)**	The District is aware that Learning Recovery Emergency Block Grant (LREBG) funding is currently scheduled to expire after the 2027–2028 school year and is closely monitoring future State funding decisions. The District recognizes the positive impact these positions have on student learning. Resident Guest Teachers provide consistent instructional support in English Language Arts and Mathematics through small-group and individualized instruction, helping to address learning gaps, strengthen engagement, and support student success. Kindergarten Aides similarly provide targeted support in early literacy, numeracy, and language development, helping establish a strong academic foundation for our youngest learners. As part of ongoing budget and LCAP planning, the District will continue to evaluate program effectiveness, student outcomes, and available funding sources. While no decisions have been made regarding funding beyond the current grant period, the District remains committed to carefully considering strategies to sustain programs that demonstrate meaningful benefits for students.