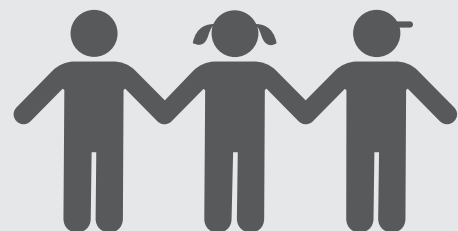




Local Control and Accountability Plan

Plan Summary, 2026-27



43,340 TK-12th grade STUDENTS



9,082 EMPLOYEES



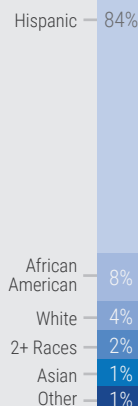
2026
CA DISTINGUISHED SCHOOL
Award Winners



75
SCHOOLS

Elementary:	49
K-8:	1
Middle School:	10
High School:	6
Alternative School:	3
Continuation HS:	2
Community Day:	2
Special Ed. School:	1
Adult School:	1

STUDENT ETHNICITY



STUDENT GROUPS



67.8%
Low Income



20.1%
English Learners



0.7%
Foster Youth



88.8%
Unduplicated Students

DISTRICT STORY

SBCUSD S-H-I-N-E-S

Cultivating pride and purposeful futures for students to shine right here!



Vision 2030



SBCUSD Strong
High expectations for academics and innovation to be college and/or career ready
Involvement of students, family, community, and staff
Nutrition, health and wellness
Equity as a foundation
Safe, secure, and attractive learning environments

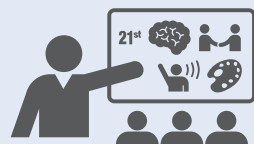
Mission Statement

To ensure that each student has the skills, resilience and determination to create their path and thrive in school, career and life.



LCAP HIGHLIGHTS

BROAD GOAL



Academics and Innovation

GOAL
#1

Highlighted Actions

- 1.19 - Provide staff to directly support and improve ELD, ELA, and Math outcomes for EL, LI, and FY.
- 1.23 - Pilot the STEAM Framework to improve academic achievement.

BROAD GOAL



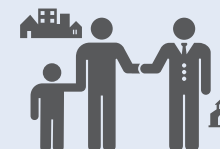
Safe, Secure, and Attractive Learning Environments

GOAL
#2

Highlighted Actions

- 2.7 - Offer site-level counseling services to improve mental health and social-emotional wellness.
- 2.12 - Assign dedicated attendance staff and support systems at all school sites.

BROAD GOAL



Collaborative Engagement with Families and Educational Partners

GOAL
#3

Highlighted Actions

- 3.1 - Empower families with training and involvement.
- 3.2 - Enhance communication with bilingual support and interpretation services.
- 3.3 - Provide targeted enrollment support.

REFLECTION: SUCCESSES



Graduation Rate

Indicator:
2025 CA School Dashboard

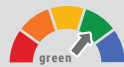


93.5%
graduated



College/Career Readiness

Indicator:
2025 CA School Dashboard



50.2%
prepared

Planned Actions to Maintain Progress:

- 1.4** - Provide staff to coordinate academic services that support A-G and CTE completion for English Learners and low-income students.
- 1.5** - Implement AVID to boost college and career readiness for English Learners, low-income, and foster youth students.
- 2.7** - Offer site-level counseling services to improve mental health and social-emotional wellness.
- 2.14** - Implement student-led community service projects to develop leadership skills.

REFLECTION: IDENTIFIED NEEDS



Chronic Absenteeism

Indicator:
2025 CA School Dashboard



28.3%
chronically
absent



English Learner Progress

Indicator:
2025 CA School Dashboard



45.5%
making
progress



Mathematics

Indicator:
2025 CA School Dashboard



78.8
pts below
standard

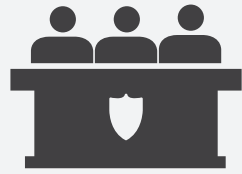
Planned Actions to Address Needs:

- 1.6** - Assign personnel to coordinate ELD, progress monitoring, and training to enhance English Learners' proficiency and reclassification rates.
- 1.12** - Increase staff capacity and teacher clarity through ongoing professional development in social-emotional learning, mental health, grading, curriculum, and instructional best practices to improve the educational experience.
- 1.17** - Provide MTSS Teachers on Special Assignment to coordinate targeted intervention and boost academic achievement.
- 2.12** - Provide dedicated attendance staff and support at all school sites to improve attendance.

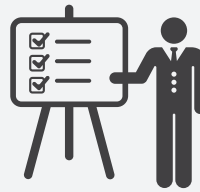
Engaging Educational Partners



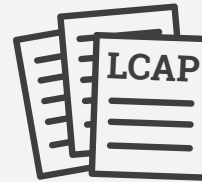
INPUT & FEEDBACK
Collected via ThoughtExchange



18 ADVISORY MEETINGS



PUBLIC HEARING
June 2, 2026



BOARD ADOPTION
June 16, 2026



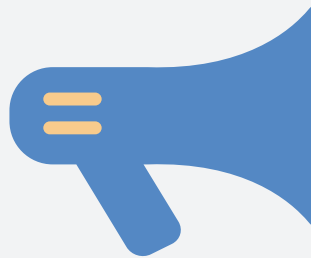
14 GROUPS
Involved

Groups include:
DAC, DAAAC, DELAC, CAC, SLAC, SPAC, Students, Teachers, School Personnel, District and Site Administrators, Local Bargaining Units, Parents, Families, and Community partners.



Checklist of Items Shared:

- LCAP Summary and Monitoring
- LCAP Mid-Year Update
- California School Dashboard Overview
- Student Outcome Data
- LCFF Funding and Resource Information



SBCUSD has informed, consulted, & involved the community in the process of creating the LCAP as summarized above. Forms of communication included:

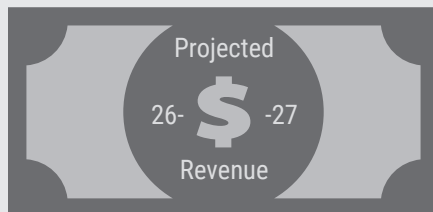


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



Total LCFF Funds	\$698,689,227
Federal Funds	\$60,685,565
Local Funds	\$28,881,678
Other State Funds	\$279,451,838

Total Revenue: \$1,067,708,308

...targeting disadvantaged students...



Low Income



English Learners

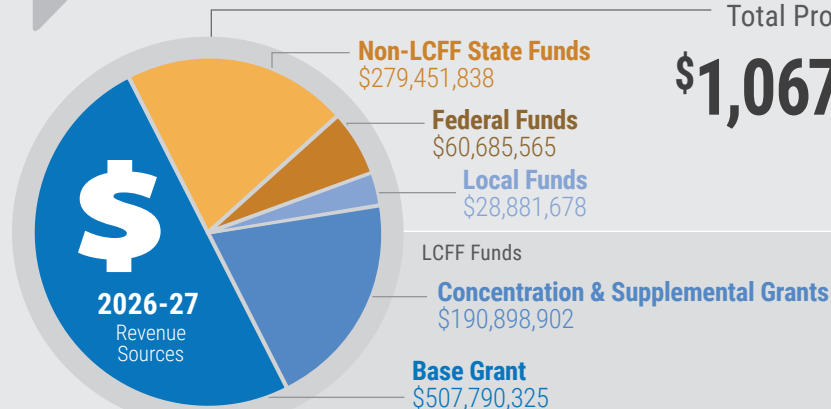


Foster Youth

...resulting in increased service of...



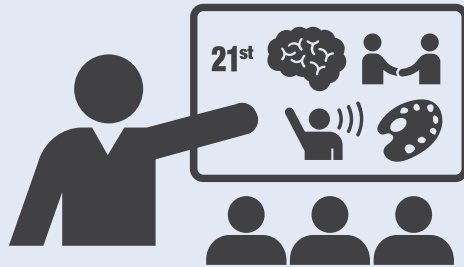
39.2%
2026-27 % to increase/improve services using:
\$190,898,902
In Total Concentration & Supplemental Grants



Total Projected Revenue:
\$1,067,708,308

Concentration & Supplemental Grants are based on enrollment of high-needs students.

GOAL #1



Academics and Innovation

STATE PRIORITIES



1. Basic Services



2. Academic Standards



3. Parent Involvement



4. Student Achievement



5. Student Engagement



6. School Climate



7. Course Access



8. Other Outcomes

EXPECTED 2026-27 MEASURABLE OUTCOMES

M1.1



IMPROVE STUDENT
PERFORMANCE IN ELA

(measured as distance from standard)

OBSERVED OUTCOMES

Baseline -49.7

Year 1 -46.1

Year 2 -37.9

TARGETED OUTCOME

Year 3 **↑25.9**

CURRENT DIFFERENCE FROM BASELINE: +11.8 pts

M1.5



IMPROVE STUDENT
PERFORMANCE IN MATH

(measured as distance from standard)

OBSERVED OUTCOMES

Baseline -88

Year 1 -83.9

Year 2 -78.8

TARGETED OUTCOME

Year 3 **↑-7.6**

CURRENT DIFFERENCE FROM BASELINE: +9.2 pts

M1.9



IMPROVE DISTRICT
LEVEL NWEA READING SCORES

(measured as % on track)

OBSERVED OUTCOMES

Baseline 21.3%

Year 1 22.4%

Year 2 33.6%

TARGETED OUTCOME

Year 3 **↑51.3%**

CURRENT DIFFERENCE FROM BASELINE: +12.3%

M1.10



IMPROVE ELEMENTARY SCHOOL
LEVEL NWEA READING SCORES

(measured as % on track)

OBSERVED OUTCOMES

Baseline 19.8%

Year 1 19.1%

Year 2 26.4%

TARGETED OUTCOME

Year 3 **↑49.8%**

CURRENT DIFFERENCE FROM BASELINE: +6.6%

M1.11



IMPROVE MIDDLE SCHOOL
LEVEL NWEA READING SCORES

(measured as % on track)

OBSERVED OUTCOMES

Baseline 22.4%

Year 1 23.1%

Year 2 32.4%

TARGETED OUTCOME

Year 3 **↑54.2%**

CURRENT DIFFERENCE FROM BASELINE: +10%

M1.12



IMPROVE HIGH SCHOOL LEVEL
NWEA READING SCORES

(measured as % on track)

OBSERVED OUTCOMES

Baseline 23%

Year 1 29.2%

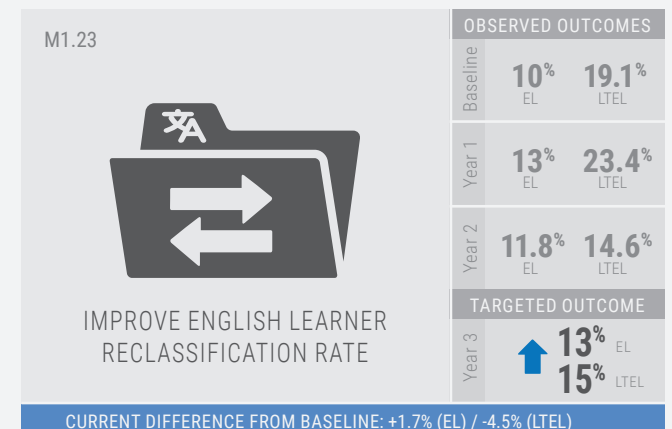
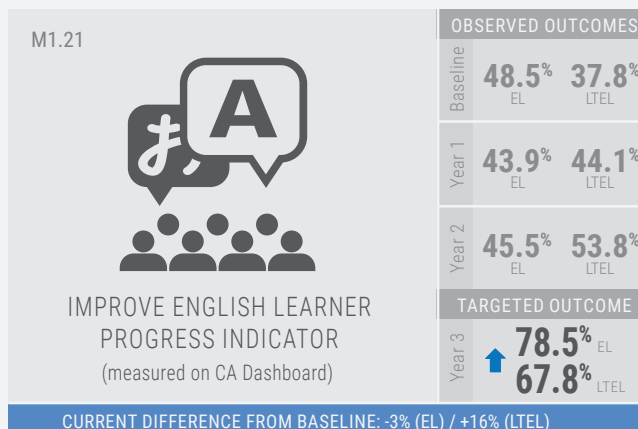
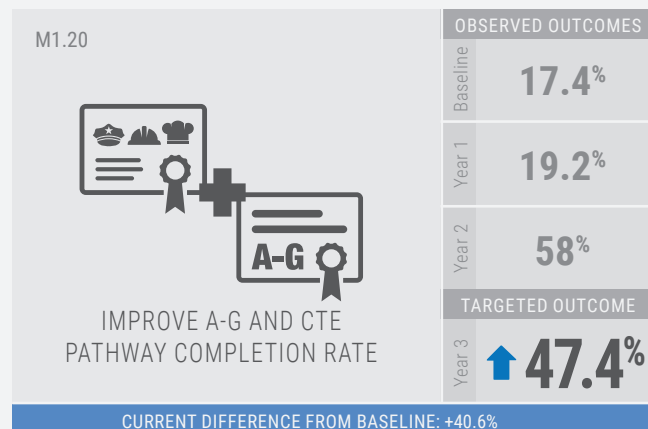
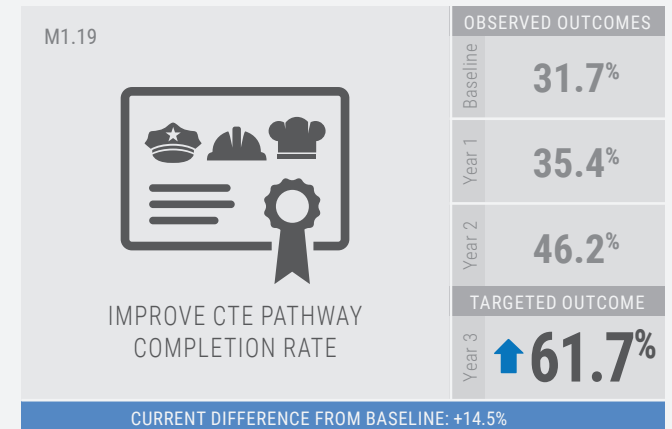
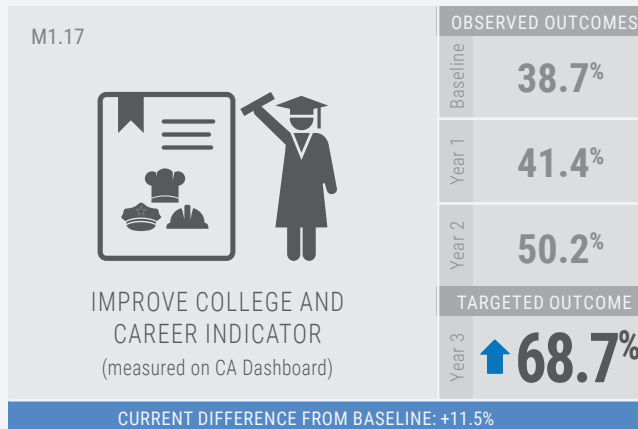
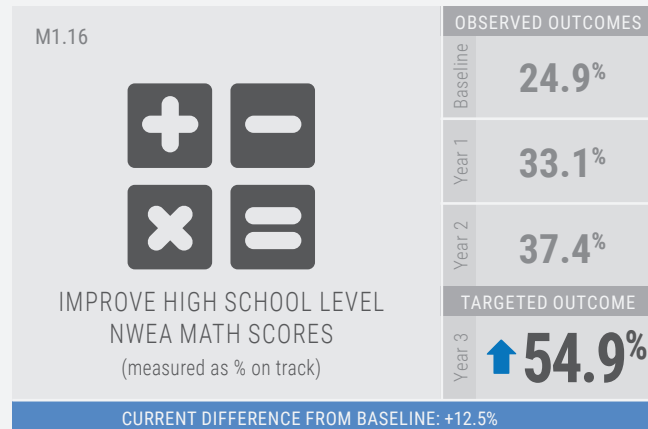
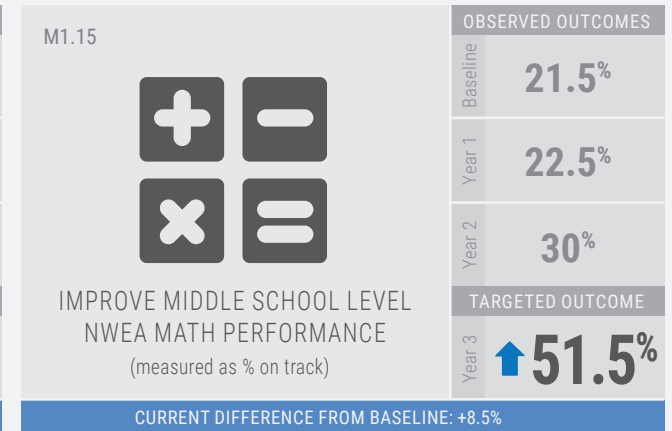
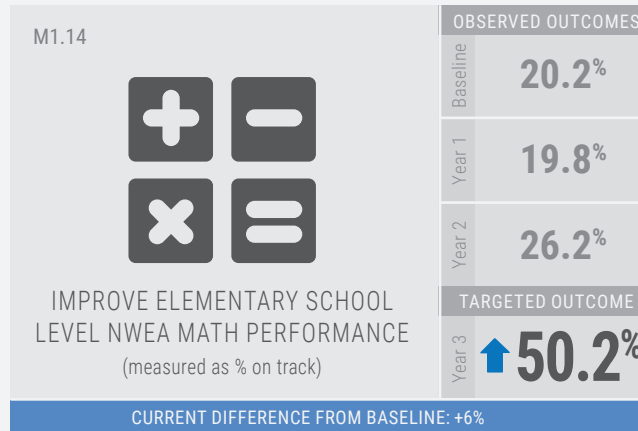
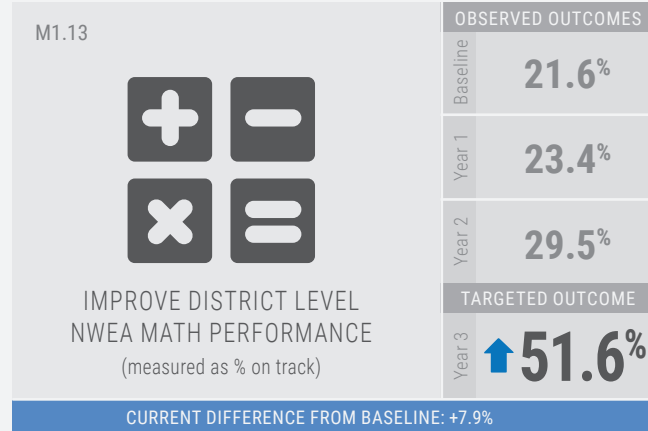
Year 2 48.1%

TARGETED OUTCOME

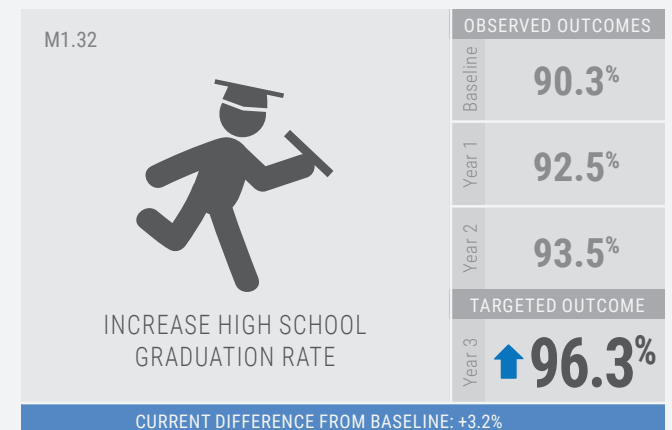
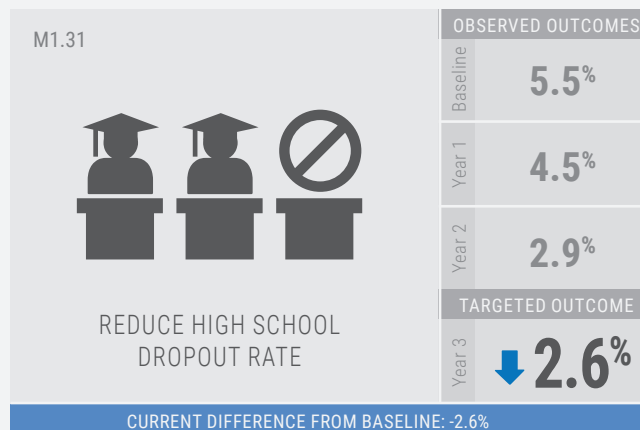
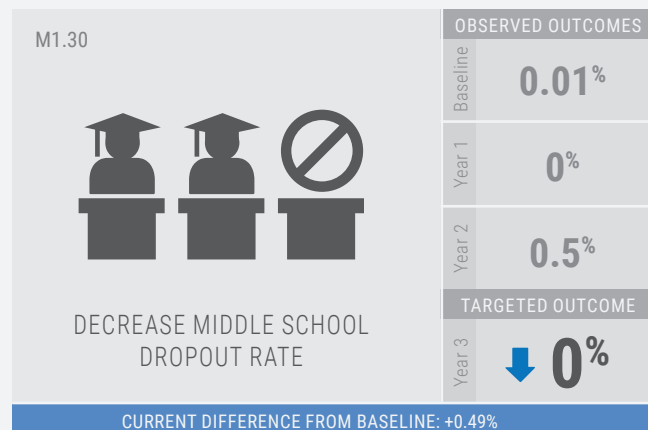
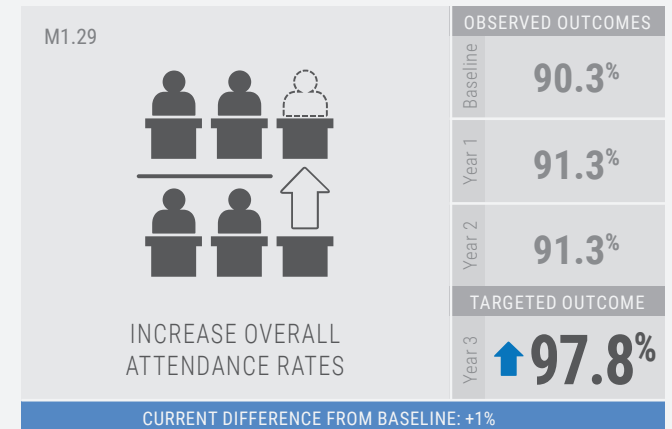
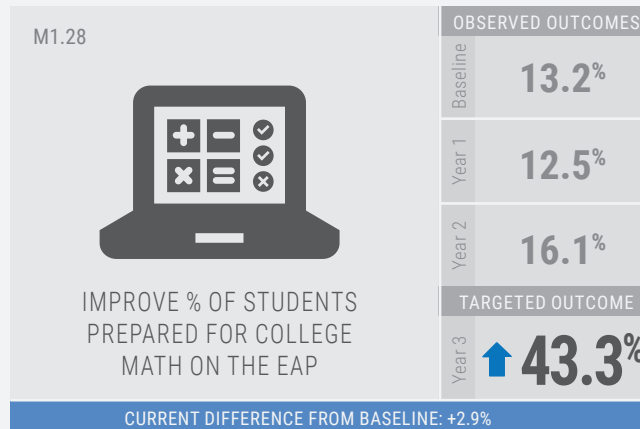
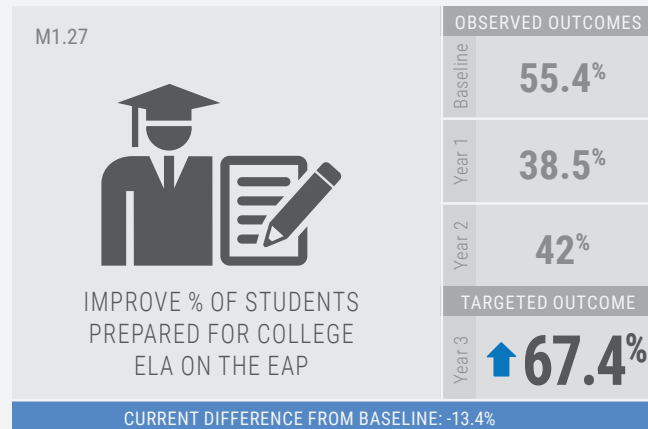
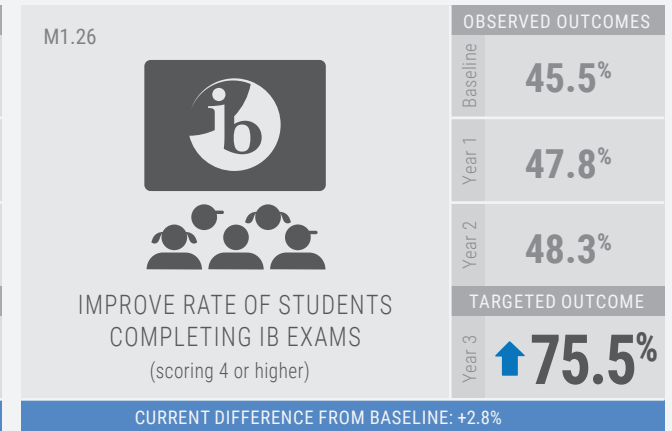
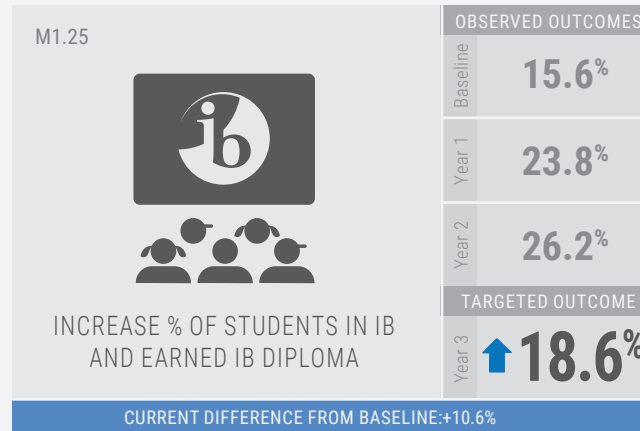
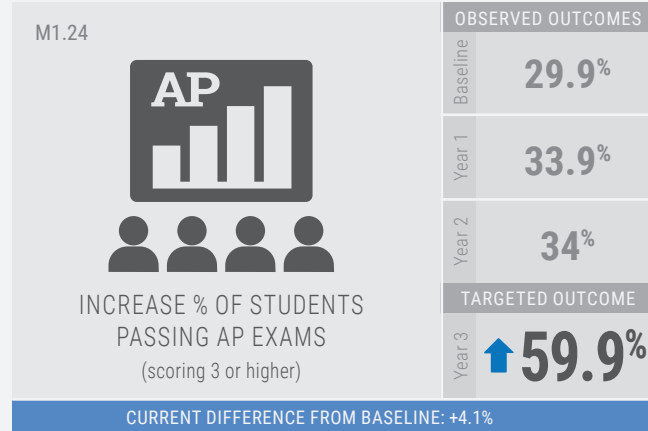
Year 3 **↑53%**

CURRENT DIFFERENCE FROM BASELINE: +25.1%

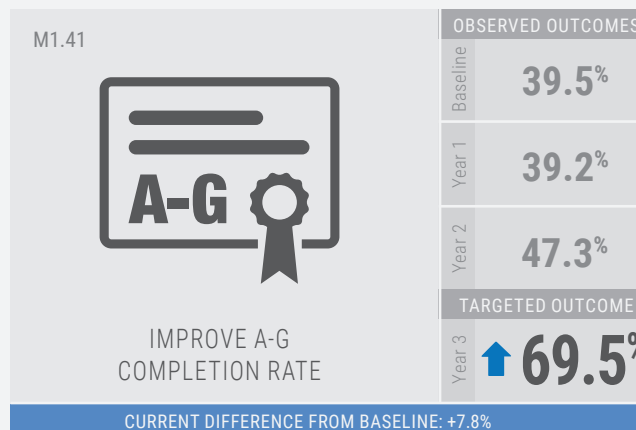
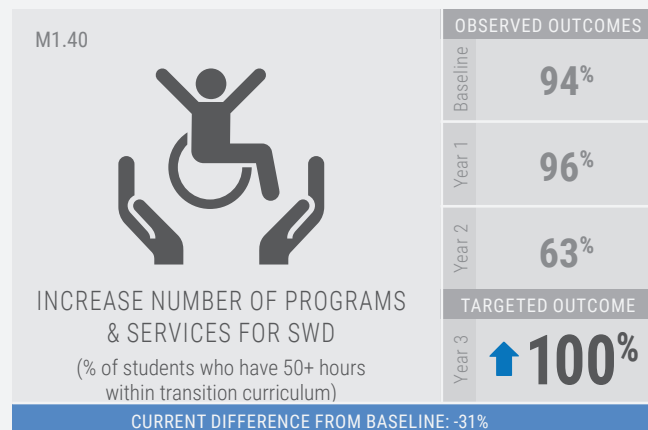
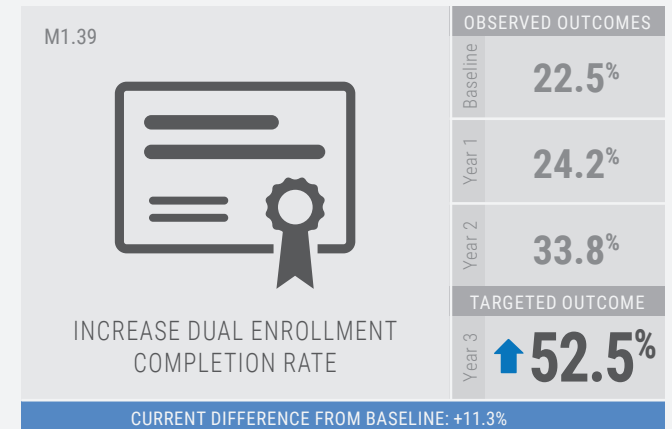
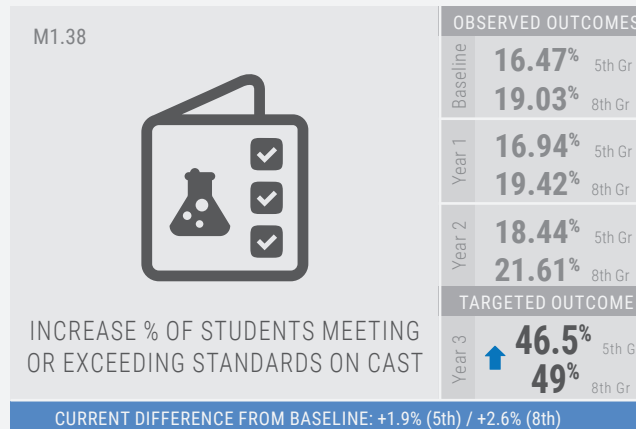
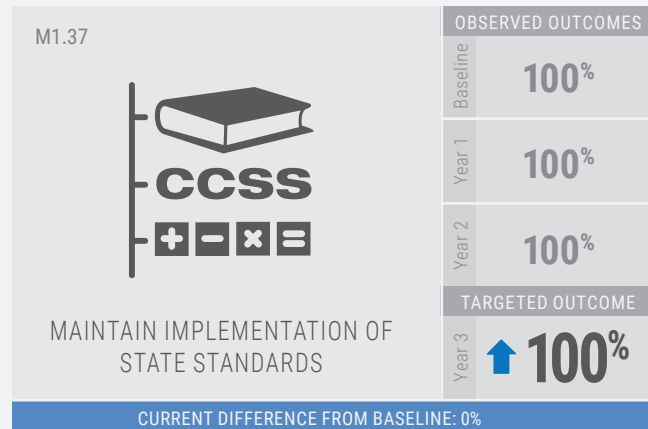
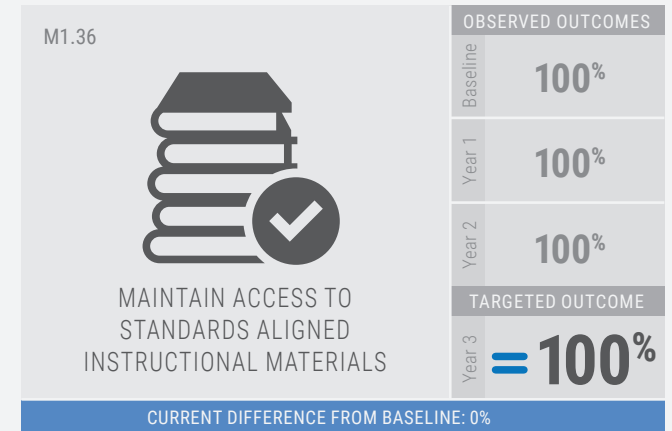
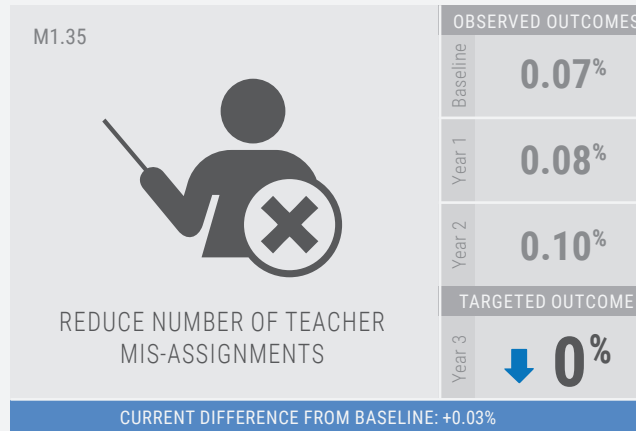
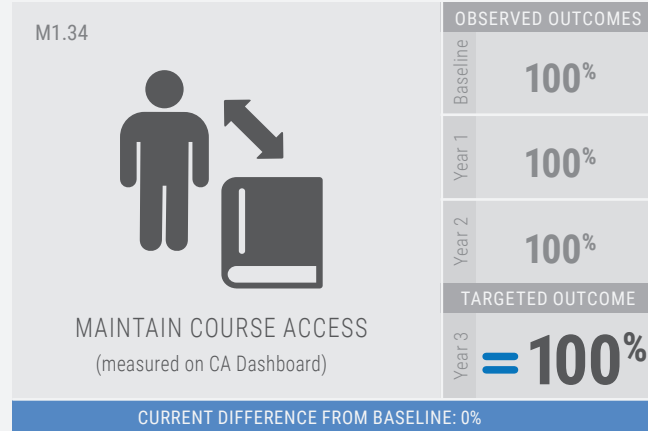
EXPECTED 2026-27 MEASURABLE OUTCOMES



EXPECTED 2026-27 MEASURABLE OUTCOMES



EXPECTED 2026-27 MEASURABLE OUTCOMES



PLANNED 2026-27 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
1.1 - Enhance the rigor of Advanced Learner Programs to improve English Language Arts and Math achievement for students.		\$1,073,747
1.2 - Provide access to International Baccalaureate programs to enhance learning rigor for students.		\$1,411,664
1.3 - Provide access to Magnet Programs to increase rigorous learning opportunities for English Learners and Low-Income students.		\$1,250,659
1.4 - Provide personnel to coordinate academic services to improve A-G and Career Technical Education completion rates for English Learners and Low-Income students.		\$6,241,354
1.5 - Implement AVID programs to increase college and career preparedness for English Learners, Low-Income, and Foster Youth students.		\$227,123
1.6 - Provide personnel to coordinate English Language Development , progress monitoring, and PD to increase language proficiency and reclassification rates for English Learners and Long Term English Learners.		\$11,160,536
1.7 - Provide access to physical and mental health services, along with academic support, to increase core academic achievement for Foster Youth students.		\$1,510,156
1.8 - Provide transportation services to ensure access to in-person instruction.		\$20,034,000
1.9 - Hire and retain certificated teachers to support the implementation of Multilingual Education Programs .		\$1,618,406
1.10 - Improve the ratio of instructional personnel to students to reduce class sizes and enhance learning experiences for English Learners, Low-Income, and Foster Youth students.		\$6,465,246
1.11 - Provide a Middle School Support Class Teacher at each middle school to deliver ELA and Math intervention for Low-Income and Foster Youth students.		\$2,282,752
1.12 - Increase staff capacity and teacher clarity through ongoing professional development in social-emotional learning, mental health, grading, curriculum, and instructional best practices to improve the educational experience .		\$18,471,614
1.13 - Provide staff, resources, and training to enhance ELA and Math programs for English Learners, Low-Income, and Foster Youth students.		\$32,299,989
1.14 - Provide additional Technology and support to enhance online programs and services, improving ELA and Math achievement for English Learners, Low-Income, and Foster Youth students.		\$11,328,272
1.15 - Provide opportunities for students to engage in Visual and Performing Arts .		\$4,570,227

PLANNED 2026-27 **ACTIONS & EXPENDITURES** (continued)

Goal # 1	Action / Service	Amount
1.16 - Increase support services by providing Cal-SAFE resources to improve academic achievement for expectant and parenting students who are English Learners, Low-Income, and Foster Youth.		\$1,855,751
1.17 - Provide MTSS Teachers on Special Assignment to coordinate targeted intervention and boost academic achievement for English Learners, Low-Income, and Foster Youth students.		\$12,301,158
1.18 - Provide Library Staff to support early literacy and increase reading proficiency for Low-Income and Foster Youth students.		\$4,674,805
1.19 - Provide Academic Direct Student Support Personnel to aggressively improve ELD, ELA, and Math skills for English Learners, Low-Income, and Foster Youth students.		\$775,078
1.20 - Recruit, hire, and retain highly qualified staff at schools with the highest percentage of English Learner, Low-Income, and Foster Youth students to improve ELA, Math, and ELD achievement.		\$660,937
1.21 - <i>Action removed in 2025.</i>		N/A
1.22 - Provide supplemental instructional materials to support intervention, literacy, support classes, and academic programs.		\$2,659,818
1.23 - Pilot the STEAM Framework to improve academic achievement for English Learners, Low-Income, and Foster Youth students.		\$5,653,246



GOAL #1 SUMMARY OF EXPENDITURES

2025-26

Budgeted
\$159,857,324
Actual
\$146,317,278

2026-27

Budgeted expenditures
contributing to increased
or improved services:
\$148,626,539

Total Budgeted expenditures for 2026-27:
\$148,626,539



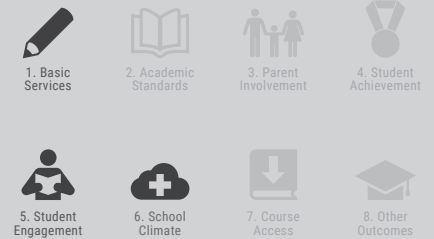
BROAD GOAL

GOAL #2



Safe, Secure, and Attractive Learning Environments

STATE PRIORITIES



EXPECTED 2026-27 MEASURABLE OUTCOMES

M2.1

INCREASE STUDENTS REPORTING A SENSE OF BELONGING
(measured on SBCUSD Panorama Ed Dashboard)

OBSERVED OUTCOMES		
Baseline	71% Elementary	52% Secondary
Year 1	72% Elementary	54% Secondary
Year 2	72% Elementary	58% Secondary
TARGETED OUTCOME		
Year 3	↑74% 54% Elementary Secondary	

CURRENT DIFFERENCE FROM BASELINE: +1% (Elementary) / +6% (Secondary)

M2.2

INCREASE STUDENTS REPORTING A POSITIVE CULTURE AND CLIMATE
(measured on SBCUSD Panorama Ed Dashboard)

OBSERVED OUTCOMES		
Baseline	74% Elementary	75% Secondary
Year 1	80% Elementary	76% Secondary
Year 2	81% Elementary	77% Secondary
TARGETED OUTCOME		
Year 3	↑77% 78% Elementary Secondary	

CURRENT DIFFERENCE FROM BASELINE: +7% (Elementary) / +2% (Secondary)

M2.3

REDUCE CHRONIC ABSENTEEISM RATE

OBSERVED OUTCOMES	
Baseline	34.7%
Year 1	29.3%
Year 2	28.3%
TARGETED OUTCOME	
Year 3	↓31.7%

CURRENT DIFFERENCE FROM BASELINE: -6.4%

M2.5

REDUCE SUSPENSION RATE

OBSERVED OUTCOMES	
Baseline	5.1%
Year 1	4.7%
Year 2	3.8%
TARGETED OUTCOME	
Year 3	↓3.6%

CURRENT DIFFERENCE FROM BASELINE: -1.3%

M2.7

MAINTAIN EXPULSION RATE

OBSERVED OUTCOMES	
Baseline	0.2%
Year 1	0.2%
Year 2	0.1%
TARGETED OUTCOME	
Year 3	= 0.2%

CURRENT DIFFERENCE FROM BASELINE: -0.1%

M2.8

MAINTAIN INSTANCES WHERE FACILITIES DO NOT MEET "GOOD REPAIR" STANDARD

OBSERVED OUTCOMES	
Baseline	0
Year 1	0
Year 2	0
TARGETED OUTCOME	
Year 3	= 0

CURRENT DIFFERENCE FROM BASELINE: none

PLANNED 2026-27 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
	2.1 - Provide comprehensive health support including a coordinator, nurses, and health aides at school sites to improve students' physical wellness.	\$4,378,843
	2.2 - Offer specialized counseling support staff at school sites to enhance overall student wellness and address individual needs.	\$1,166,894
	2.3 - Deploy dedicated wellness staff at school sites to promote overall student well-being through targeted programs and interventions.	\$694,261
	2.4 - Provide skilled mental health therapy staff at school sites to support student mental health and offer professional therapeutic services.	\$1,256,640
	2.5 - Assign specialized staff focused on improving school climate and culture , fostering a positive learning environment for all students.	\$1,302,480
	2.6 - Provide additional registered nurses at school sites to boost physical wellness and ensure comprehensive health care for students.	\$1,956,421
	2.7 - Offer site-level counseling services to improve mental health and social-emotional wellness, tailored to each school's unique student needs.	\$12,842,864
	2.8 - Implement Cadet Corps program at six middle and four high schools to develop leadership, citizenship, academic excellence, and physical fitness.	\$52,000
	2.9 - Ensure student safety by providing trained crossing guards at high-traffic crosswalks near elementary, middle, and high schools.	\$1,800,000
	2.10 - Implement Restorative Youth Court and Practices to cultivate positive youth identity and promote constructive conflict resolution.	\$945,298
	2.11 - Provide targeted wellness materials and resources to improve student mental health and overall wellness across all school sites.	\$1,298,424
	2.12 - Assign dedicated attendance staff and support systems at all school sites to improve student attendance and reduce chronic absenteeism.	\$6,537,237
	2.13 - <i>Action removed in 2025.</i>	N/A

PLANNED 2026-27 **ACTIONS & EXPENDITURES** (continued)

 Goal # 2	 Action / Service	 Amount
2.14 - Student Leadership Advisory Council	will implement community service projects led by English Learners, Low-Income, and Foster Youth students to develop student leadership.	\$ 40,985
2.15 - Provide Elementary Vice Principals	to high-population schools to improve the school climate and campus environment for English Learners, Low-Income, and Foster Youth students.	\$ 2,586,084



GOAL #2 SUMMARY OF EXPENDITURES

2025-26

Budgeted
\$**36,574,035**
Actual
\$**35,787,556**

2026-27

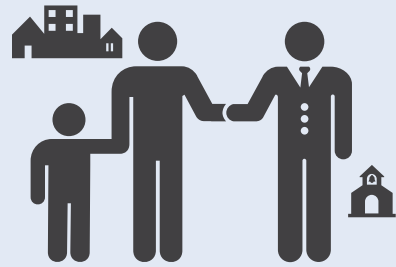
Budgeted expenditures
contributing to increased
or improved services:
\$**36,858,432**

Total Budgeted expenditures for 2026-27
\$**36,858,432**



BROAD GOAL

GOAL #3



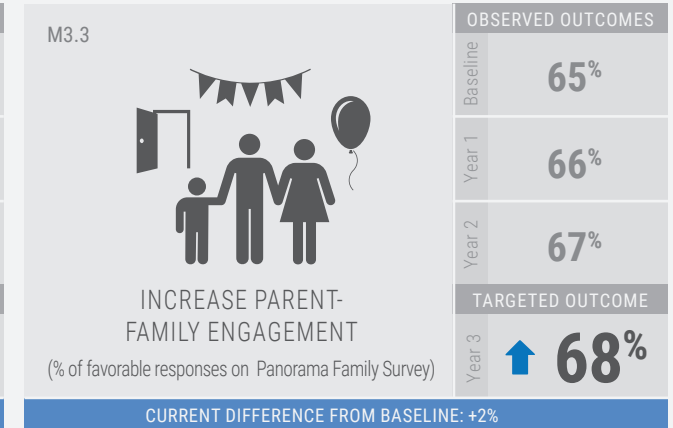
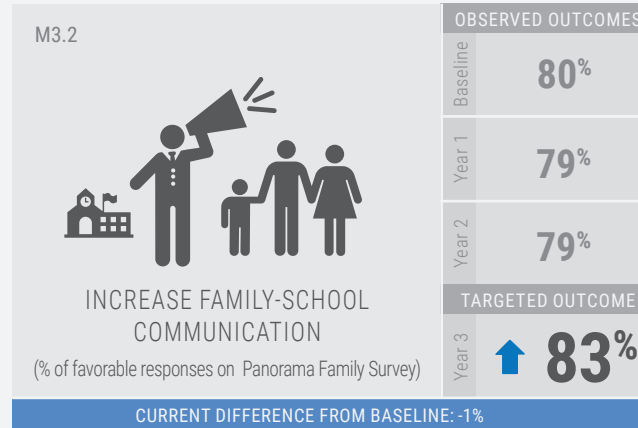
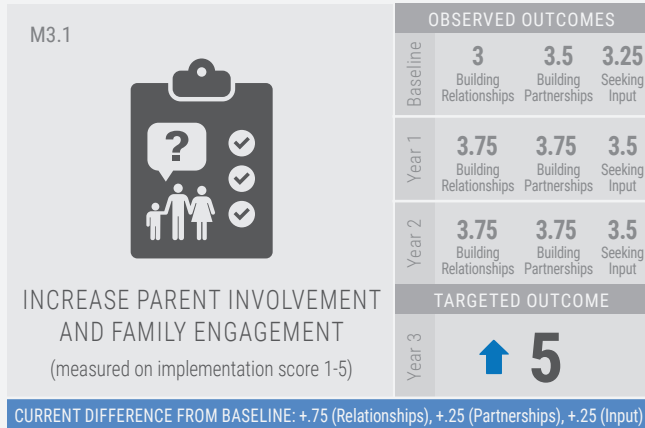
Collaborative Engagement with Families and Educational Partners

GOAL DETAILS

STATE PRIORITIES



EXPECTED 2026-27 MEASURABLE OUTCOMES



PLANNED 2026-27 ACTIONS & EXPENDITURES

Goal #3	Action / Service	Amount
3.1 - Provide Family Engagement support through training, workshops, and opportunities to involve families in district decision-making processes.		\$4,280,650
3.2 - Provide interpretation services and bilingual support to strengthen communication with families and engage them as partners in education.		\$1,000,000
3.3 - Provide targeted enrollment support for English Learners, Low-Income, and Foster Youth students.		\$133,281



GOAL #3 SUMMARY OF EXPENDITURES

2025-26

Budgeted
\$5,280,810
Actual
\$5,276,375

2026-27

Budgeted expenditures
contributing to increased
or improved services:
\$5,413,931

Total Budgeted expenditures for 2026-27
\$5,413,931

- Goals 4-21 can be found on the individual school's Equity Multiplier Plan infographic.
- Goal 22 can be found on the Learning Recovery Emergency Block Grant infographic.
- Goal 23 can be found on the Differentiated Assistance infographic.



Abbreviations: *A-G* (University of California/California State University course requirements), *AP* (Advanced Placement), *AVID* (Advancement Via Individual Determination), *CAASPP* (California Assessment of Student Performance and Progress), *CAC* (Community Advisory Committee), *Cal-SAFE* (California School Age Families Education), *CAST* (California Science Test), *CCSS* (Common Core State Standards), *CTE* (Career and Technical Education), *DAC* (District Advisory Council), *DAAAC* (District African American Parent Advisory Council), *DELAC* (District English Learner Advisory Council), *EAP* (Early Assessment Program), *EL* (English Learner), *ELA* (English Language Arts), *ELAC* (English Learner Advisory Committee), *ELD* (English Language Development), *ELPAC* (English Language Proficiency Assessment for California), *EO* (English Only), *FY* (Foster Youth), *HS* (High School), *IB* (International Baccalaureate), *LCAP* (Local Control and Accountability Plan), *LCFF* (Local Control Funding Formula), *LI* (Low Income), *LTEL* (Long-Term English Learner), *MPP* (Minimum Proportionality Percentage), *MTSS* (Multi-Tiered System of Supports), *N/A* (Not Applicable), *NWEA* (Northwest Evaluation Association), *PD* (Professional Development), *SBCUSD* (San Bernardino City Unified School District), *SED* (Socioeconomically Disadvantaged), *SEL* (Social-Emotional Learning), *SLAC* (Student Leadership Advisory Council), *SPAC* (Superintendent's Parent Advisory Council), *SSC* (School Site Council), *STEAM* (Science, Technology, Engineering, Arts, and Mathematics), *SWD* (Students With Disabilities), *TBD* (To Be Determined), *TOSA* (Teacher on Special Assignment), *VAPA* (Visual and Performing Arts).

Legend	
↑ - Increase to	= - Maintain at
↓ - Decrease to	=/↑ - Maintain/Increase
⊕ - Increase by	⬇ - Baseline
⊖ - Decrease by	✓ - Completed
	⌚ - In progress



For More Details

This infographic provides a high-level summary only and is based on the full

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