Through the collaboration of community members and District personnel, the Blueprint for Success was developed. The Blueprint for Success is a four-point plan that will provide all students with the tools they need not only to succeed in school today, but also to excel in higher education and the workplace. The four Blueprint for Success areas are: Smaller Learning Communities, Bilingual-Biliterate District, Schools of Effective Instruction, and the Professional Development Center. This guide provides a summary of each area. Visit www.sbcusd.com for additional information on the research that supports each Blueprint area.
Smaller Learning Communities

Current research shows that reducing the size of schools can positively impact student achievement. The Blueprint Committee developed a plan designed to reduce the size of comprehensive high schools through restructuring them into four academies or schools-within-a-school. The academies would be structured for a specific grade level.

**Academy A** would be for high school freshmen, and the focus would be on ninth-grade core academic standards, especially those covered by the California High School Exit Exam. It would also include a class to train students to succeed in high school.

**Academy B** would focus on 10th-grade standards and the California High School Exit Exam.

**Academy C** would include an 11th-grade curriculum and preparation for post-secondary education and a career.

**Academy D** would focus on a 12th-grade curriculum, college admissions, and internships.

The goals for all students in smaller learning communities:
- Pass the California High School Exit Exam
- Qualify for college admission
- Become knowledgeable about and prepared for careers

Bilingual–Biliterate District

Through the creation of a Bilingual-Biliterate District, our students will be prepared linguistically, academically, and culturally to succeed in life. Research shows that the acquisition of a second language sharpens a student's intellectual skills. And, second language acquisition also increases earning power and broadens the student's cultural understanding. In San Bernardino, our goal is to develop a well-implemented bilingual education program offering all students the opportunity of being immersed in a dual linguistic environment through the Dual Immersion Program.

The goals of the Dual Immersion Program are to develop high levels of proficiency in English and in Spanish, to ensure that each student meets or exceeds grade level California content standards in English and in Spanish, and to increase students' positive self-image and promote cultural sensitivity and awareness.

In a Dual Immersion classroom, the curriculum offers students the opportunity to develop bilingualism in English and Spanish by integrating English learners with English proficient students. The curriculum taught is aligned with the California state standards in language arts, mathematics, science, and social studies and is delivered in and through the two languages with structured periods during the day in which only one language is used. Students help each other to speak, read, write, and understand one another's language. Active parent involvement is encouraged, and strong home and school collaboration are important components of the Dual Immersion Program.
The District has established a schedule to provide a gradual implementation of Dual Immersion Programs across the District. As each site completes a year of preparation, a new school will offer the program. It is already offered at the following elementary schools: Belvedere, Bonnie Oehl, Hillside, Lincoln, and Urbita.

All children can learn. This is both the vision and mission of education expert Dr. Larry Lezotte’s Effective Schools research. The District will create schools of effective instruction based on the following seven correlates developed by Larry Lezotte.

- **Strong instructional leadership**: In effective schools, the principal and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students.

- **Clear and focused mission**: A clear focus assists in aligning programs and activities for school improvement. To effectively determine a specific focus, school leadership and stakeholders use a collaborative process to target a few school goals and then build consensus around them.

- **Safe and orderly schools**: A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behavior, consistent and fair application of rules and regulations, and caring, responsive relationships among adults and students.

- **Climates of high expectations for success**: In a climate of high expectations, teachers believe in the students, believe in their own efficacy to teach students to high standards, and will persist in teaching them. Teaching advanced skills and teaching for understanding, together with basic skills, are required for all students to achieve at high levels.

- **Frequent monitoring of student progress**: Frequent monitoring of teaching and learning requires paying attention both to student learning results and to the effectiveness of school and classroom procedures. Learning is monitored by tracking the results from a variety of assessment tools such as test scores, student developed products, and other evidence of learning.

- **Positive home-school relations**: Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of student learning.

- **Opportunity to learn/time on task**: In effective schools, teachers allocate a significant amount of classroom time to instruction on the essential skills. Students of all abilities, races, gender, and socio-economic status have equal opportunities to learn. Time on task implies that each teacher in the school has a clear understanding of what the essential learner objectives are, grade-by-grade and subject-by-subject.

The Effective Schools process is collaborative in form, ongoing, self-renewing, and based on quality, equity, and high student achievement. It provides schools with a common-sense process for assuring that school reforms are implemented and sustained. By utilizing this approach, San Bernardino students will have a supportive educational environment that will equip them with the knowledge and skills necessary to lead a productive life.
By creating a Professional Development Center, the District will be able to develop the tools necessary to implement all areas of the Blueprint for Success.

The Professional Development Center is committed to:

- Increasing student achievement
- Promoting individual growth and collective intelligence
- Building a powerful and effective teaching and learning community
- Providing high quality professional development
- Addressing mandates from state and federal governments
- Maximizing the use of expertise within the District

By unifying the District's existing professional development training through the creation of a Professional Development Center, the teachers, staff, and administrators will be prepared to meet student needs.