

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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Goal 1

Goal Description

Student Achievement – Maximize the performance of each student and eliminate performance gaps between significantly numbered demographic subgroups.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	<p>The California Dashboard metrics for English language arts and mathematics.</p> <p>The iReady Math and Reading diagnostic median growth report measures for grades K-8.</p> <p>The California Science Test (CAST).</p> <p>The California Physical Fitness Test (PFT). The District will score the PFT, excluding the Body Composition standard.</p> <p>The English Language Proficiency Assessments for California (ELPAC) as used to calculate the English learner progress rate from the California Dashboard as well as the District's EL reclassification rate.</p> <p>Implementation of State Standards will be measured by teacher and administrator survey as well as District acquisition of standards aligned materials.</p> <p>Access to a broad course of study measured through the District's Student Information System.</p>	<p>The 2024 California Dashboard defined performance level for English language arts was High and 36.7 scaled score points above standard. Five of nine subgroups were above standard. Refer to California Dashboard for detail.</p> <p>The 2024 California Dashboard defined performance level for Mathematics was High and 27.2 points above standard. Five of nine subgroups were above standard. Refer to California Dashboard for detail.</p> <p>2024 Spring iReady mathematics median progress towards annual typical growth - Districtwide - 85%.</p> <p>iReady Reading baseline will be determined in spring 2025.</p> <p>58.51% percent of students met or exceeded standard on the 2024 California</p>	<p>The 2025 California Dashboard defined performance level for English language arts was High and 43.8 (+7.2) scaled score points above standard. Seven of ten subgroups were above standard. Refer to California Dashboard for detail.</p> <p>The 2025 California Dashboard defined performance level for Mathematics was High and 32.5 (+5.2) scaled score points above standard. Four of ten subgroups were above standard. Refer to California Dashboard for detail.</p> <p>The 2025 spring Districtwide iReady Mathematics median progress towards annual typical growth result was 108%.</p> <p>The 2025 spring Districtwide iReady Reading median progress towards</p>		<p>The 2025 winter Districtwide iReady Mathematics median progress towards annual typical growth result was 61%.</p> <p>The 2025 winter Districtwide iReady Reading median progress towards annual typical growth result was 97%.</p> <p>The District is reviewing instructional materials for middle school English language arts. A recommendation for adoption will be made in the spring.</p> <p>Teachers continue to participate in Learning Community Facilitator and Targeted Collaboration activities supporting alignment of instruction with State standards.</p> <p>All students have access to broad course of study including exploratory options that may lead</p>	<p>The California Dashboard metrics for Districtwide English language arts and mathematics will be in the Very High range and all significantly numbered subgroups will be at or above standard.</p> <p>The Districtwide iReady mathematics median progress towards annual typical growth spring administration performance will be 90%.</p> <p>The Districtwide iReady reading median progress towards annual typical growth spring administration will be 95%.</p> <p>Districtwide performance on the 5th and 8th grade CAST will increase to 68% met or exceeded.</p> <p>English Learner Progress will remain in the High or Very High</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Science Test (CAST). This was 28% above the statewide performance.</p> <p>The CAST was incorporated into the California Dashboard for the first time in 2024 as an informational indicator. The District performed .7 scaled score points above standard and 3 of 8 subgroups performed above standard.</p> <p>2023 English Learner Progress Dashboard Metric - 63% making progress towards English language proficiency.</p> <p>Twenty-six percent of English learners were reclassified as English fluent proficient.</p> <p>Physical Fitness Testing - When last measured (2019), on average, 78% or more of students were in the Healthy Fitness Zone across each measured domain.</p> <p>A strong majority of teachers report full implementation of standards in mathematics, English language arts, and science.</p>	<p>annual typical growth result was 141%.</p> <p>61.04% percent of students met or exceeded standard on the 2025 California Science Test (CAST). This was 28% above the statewide performance.</p> <p>The CAST was incorporated into the California Dashboard as an informational indicator in 2025. The District improved 1.8 scaled score points above standard and was in the Very High range on the state indicator. Six of seven subgroups performed in the high or very high range.</p> <p>English Learner progress rate for '24-'25 was 73.7% and in the Very High range per the 2025 State California Dashboard defined performance level.</p> <p>Thirty-six percent of English Learners were reclassified as English fluent proficient.</p> <p>The District will report Physical Fitness Testing scores at year end.</p>		<p>to interest in Career Tech opportunities in high school.</p>	<p>ranges on the California Dashboard.</p> <p>As measured by the 5th and 7th grade PFT, 75% of students will be in the Healthy Fitness Zone on each fitness standard domain, excluding Body Composition.</p> <p>Update elementary social studies instructional materials and provide professional development to increase standards alignment of classroom instruction.</p> <p>Maintain 100% student access to a broad course of study.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>All students have access to broad course of study.</p>	<p>The District was in year 1 implementation of a newly adopted English language arts (ELA) adoption. Teachers continued to participate in Learning Community Facilitator and Targeted Collaboration activities supporting alignment of instruction with State standards. Updates were made to advanced math pathway texts and a reading difficulty screener was approved by the Board.</p> <p>Teacher survey results indicated high levels of self-reported alignment with math and English language arts standards. Science and history-social studies alignment was in the medium to high range.</p> <p>All students had access to a broad course of study including exploratory options that may lead to interest in Career Tech opportunities in high school.</p>			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Provide: Highly Qualified and Appropriately Assigned Certificated Employees Provide highly qualified and appropriately assigned administrators, teachers, and other certificated staff to provide every BUSD student an educational program with standards-aligned instruction, fidelity to District programs and practices and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.</p>	No	Fully Implemented	BUSD employs 238.6 FTE (Includes Valley View Charter Montessori and Buckeye Union Mandarin Immersion schools)		\$21,731,610.00	\$12,394,677
1.2	<p>Provide: Highly Qualified Classified Employees Provide highly qualified administrators and other classified staff to provide every BUSD student an educational program with standards-aligned instruction, fidelity to District programs and practices and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.</p>	No	Fully Implemented	BUSD employs 180.95 FTE (Includes Valley View Charter Montessori and Buckeye Union Mandarin Immersion schools)		\$8,451,181.00	\$4,820,151
1.3	<p>International Baccalaureate (IB) Program Support Continue providing expanded access to the International Baccalaureate (IB) program at two middle schools, particularly for low-income students, English Learners, and underrepresented students. Coursework in IB is designed to foster critical thinking, international mindedness, intellectual curiosity, and a love of learning. The rigor of the IB program also prepares students for post-secondary studies. This allocation also funds the IB Coordinator at Camerado Springs</p>	No	Fully Implemented	BUSD's Camerado Springs Middle School and Valley View Charter Montessori Middle School are both fully authorized IB MYP programs, with appropriately		\$91,823.00	\$46,371

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Middle School and Valley View Charter Montessori Middle School. Continued support of IB training program.			trained staff. These programs are opened to all students.			
1.4	0.8 FTE Reading Support Class @ Rolling Hills Continue providing an additional 0.8 FTE Language Arts Support/Intervention Certificated Instructor/Class, particularly for low-income students, English Learners, and underrepresented students. Coursework is designed to provide students demonstrating high needs the intervention needed to accelerate progress towards grade level readiness, particularly for those students who demonstrate gaps in grade level proficiency.	Yes	Fully Implemented	BUSD's Rolling Hills Middle School offers an additional ELA class section in its Master Schedule focusing on UPP students who demonstrate a high need for intervention services		\$87,601.00	\$44,239
1.5	Additional Class Sections Continue to provide an additional approximately 6-Core Class sections to reduce class sizes, particularly for low-income students, English Learners, and underrepresented students in the middle school programs.	Yes	Fully Implemented	BUSD's Camerado Springs Middle School employs a 1.0 FTE Assistant Principal, focusing on implementing the programs to improve climate and culture for all students, with an emphasis on serving the needs of UPP students		\$307,132.00	\$155,102
1.6	Targeted Collaboration: Grade-level data-based decision-making and standards alignment.	Yes	Fully Implemented	BUSD currently offers a total of 9 extra periods		\$160,000.00	\$45,960

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	Targeted Collaboration: Grade-level data-based decision-making			at Camerado Springs Middle School, Rolling Hills Middle School and Valley View Charter Montessori - Middle School.			
1.7	2.8 FTE Speech and Language Pathologist and 1.0 SLPA Add.8 FTE SLP for a total of 2.8 FTE SLP to implement an in-house speech and language services program to address student needs which will provide opportunities for students to fully access instruction and achieve learning goals. Also added 1 Speech & Language Assistant (SLPA)	No	Fully Implemented	BUSD currently employs, district-wide, 25 certificated individuals to provide intervention services for all students, with an emphasis on serving the needs of the UPP students		\$374,205.00	\$188,974
1.8	0.5 FTE District-Wide ELL Coordinator Continue to provide a District-wide ELL Coordinator that will be assigned to work with all staff to support ELL students at all school sites to support language acquisition for English Learners.	Yes	Fully Implemented	BUSD adopted a new Math Curriculum in 22-23 and continues to provide on-going professional development to fully implement the iReady Math Curriculum. In addition, BUSD formed a Curriculum Adoption Committee in 23-24. The Committee is currently piloting three new ELA Curriculum		\$45,676.00	\$23,066

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				programs for implementation in the 24-25 school year.			
1.9	<p>Physical Education Instructors Continue to provide fully credentialed physical education teachers at each school site to support students academic and social emotional needs so students may fully access instruction and achieve learning goals.</p>	No	Fully Implemented	<p>BUSD educators utilize a diverse set of assessment strategies in order to monitor student progress throughout the school year. The continuum of assessment begins with classroom-based assessments that inform daily instruction. In addition, teachers of students in Grades 1-8 administer the STAR Reading assessment Grades 2-5 administer the Benchmark Assessment System Grades 2-8 administer nationally normed interim assessments (Fastbridge) in early fall and early winter in Reading</p>		\$1,448,774.00	\$783,309

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				<p>Grades K-8 administer the iReady diagnostic assessment in fall, winter and spring In addition, the District utilizes various programs to analyze student data such as Illuminate and EduClimber</p>			
1.10	<p>Library Associates Continue to provide Library Associate Services at each school site to support students academic and social emotional needs so students may fully access instruction and achieve learning goals.</p>	No	Fully Implemented	<p>BUSD educators offer credit recovery options for students who are at risk to get them on track to meet grade level standards. Students can be assigned MobyMax, Intervention Services, and Targeted Summer School</p>		\$440,448.00	\$222,314
1.11	<p>Grade Level Readiness - Certificated Intervention Teachers Continue to provide expanded learning programs at all school sites, particularly for low-income students, English Learners, and underrepresented students. Coursework is designed to provide students demonstrating high needs the additional intervention services needed to accelerate progress towards grade level readiness, particularly for those students who demonstrate gaps in grade level proficiency.</p>	No	Fully Implemented	<p>BUSD currently employs a .5 FTE District-wide ELL Coordinator</p>		\$210,184.00	\$106,143

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<p>Professional Development to support implementation of state standards Curriculum Coordinator will provide teachers and other instructional staff professional development and a wide range of supports for implementation of state standards. Professional Learning will include guidance for the use of grade level scope and sequence plans, administration and analysis of the District's common assessments, and on-site coaching for effective delivery of research-based, standards aligned instruction. Professional development is anchored in the district's commitment to the practices of Universal Design for Learning (UDL).</p>	No	Fully Implemented	BUSD currently employs 2.0 FTE District-wide Behavior Analyst III.		\$182,496.00	\$92,161
1.13	<p>Board-adopted Instructional Materials Provide all students Board Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies, maintaining 100% Compliance with the Williams Act.</p>	No	Fully Implemented	BUSD currently employs 10 classified Behavior Technicians (7.5 FTE) to provide appropriate academic and social emotional interventions and accommodations for all students		\$2,233,945.00	\$919,827
1.14	<p>Credit Recovery Options Provide students who are off-track for promotion access and support to program options that accelerate their progress toward on-track status. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting</p>	No	Fully Implemented	BUSD implements, on a district-wide basis, a Targeted Collaboration process as part		\$13,000.00	\$6,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	English Learners to monitor progress and prioritize these student groups in providing credit recovery options.			of the District's continuous improvement process in developing our teachers related to standards and the use of data to help inform our instruction, bringing the best instructional strategies to the classroom for our students			
1.15	ELL Summer School Continue to provide ELL Summer School program	Yes	Fully Implemented	BUSD implements, on a district-wide basis, a Professional Development Program for all staff, identifying three (3) dedicated in-service days in its work year calendars; implementing a Targeted Collaboration process as part of our continuous improvement process in developing our teachers related to standards and the use of data to help inform our instruction,		\$3,552.00	\$3,552

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				bringing the best instructional strategies to the classroom for our students; and implementing professional development and targeted training on Early Release Wednesdays throughout the school year			
1.16	<p>Site-determined, SPSA-based actions to support Goal 1 Supplemental funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups.</p>	Yes	Fully Implemented	<p>BUSD school sites have utilized these funds to implement additional intervention services to serve the students most at-risk, with an emphasis on UPP students. BUSD school sites have also utilized these funds to add additional staffing and other services to meet the needs of students most at-risk, with an emphasis on UPP students to provide appropriate academic and</p>		\$699,472.00	\$577,349

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				social emotional interventions and accommodations			

Goal 2

Goal Description

Promote the social-emotional and behavioral development of each student.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	<p>Chronic absenteeism and suspension rate as well as student response data from the District's student climate survey.</p> <p>Average Daily Attendance rate.</p> <p>Middle school dropout rate.</p> <p>Suspension rate.</p> <p>Expulsion rate.</p>	<p>2024 Chronic Absenteeism Rate Districtwide = 9.7% Asian = 4.6% African American = 18.2% English Learner = 14.4% Filipino = 2% Students with Disabilities = 16.4% Hispanic = 14.2% Socioeconomically Disadv. = 17% Homeless = 26.3% Multiple Races = 11.4% White = 9%</p> <p>2024 Average Daily Attendance - 95.41%</p> <p>2024 Suspension Rate - Districtwide = 2.1% Asian = 1.1% African American = 2.9% English Learner = 1.9% Filipino = 0 Students with Disabilities = 3.9% Hispanic = 3.4% Socioeconomically Disadv. = 4.1% Homeless = 12.2% Multiple Races = 3.3% White = 1.8%</p>	<p>2025 Chronic Absenteeism Rate - Districtwide = 6.3% Asian = 3.4% African American = 8.8% English Learner = 8.6% Filipino = 0 Students with Disabilities = 12.2% Hispanic = 11% Socioeconomically Disadv. = 13.6% Homeless = 21.6% Multiple Races = 9.2% White = 5.2% LTEL = 13.6%</p> <p>Average Daily Attendance - 95.94%</p> <p>2025 Suspension Rate - Districtwide = 1.9% Asian = 1% African American = 6% English Learner = 1% Filipino = 0% Students with Disabilities = 6% Hispanic = 3% Socioeconomically Disadv. = 5% Homeless = 5% Multiple Races = 2% White = 2% LTEL = 13.6%</p>		<p>Mid-Year Chronic Absenteeism Rate - Districtwide = 5.8% Asian = 3% African American = 6% English Learner = 10% Filipino = 3% Students with Disabilities = 9% Hispanic = 8% Socioeconomically Disadv. = 11% Homeless = 17% Multiple Races = 8% White = 5%</p> <p>Mid-Year Average Daily Attendance - 96.7%</p> <p>Mid-Year Suspension Rate - Districtwide = .1% African American = 3% Hispanic = 2% White = 1% Socioeconom. Disadv. = 1% Students with Disabilities = 1%</p> <p>Middle School Drop Outs = 0</p> <p>Expulsion Rate = 0%</p>	<p>Chronic Absenteeism will decline to 5% Districtwide and be no higher than 10% for any one subgroup. No subgroup will fall below the Medium performance range on the State Dashboard.</p> <p>District ADA - 96%</p> <p>The Districtwide suspension rate will remain below 1.5% and be no higher than 3% for any significantly numbered subgroup. No subgroup will fall below the Medium performance range on the State Dashboard.</p> <p>Students will continue to demonstrate high levels of positivity on the Climate Survey.</p> <p>Middle School Dropouts - 0</p> <p>Expulsion Rate - 0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>2024 Climate Survey Results:</p> <p>5th grade: I feel safe at school - 93%</p> <p>7th grade: I feel safe at school - 95%</p> <p>5th grade: I enjoy coming to school to see my friends - 97%</p> <p>7th grade: I enjoy coming to school to see my friends - 97%</p> <p>5th grade: I have positive relationships with teachers and other adults at school - 91%</p> <p>7th grade: I have positive relationships with teachers and other adults at school - 90%</p> <p>Middle School Drop Outs= 0</p> <p>Expulsions Rate = 0%</p>	<p>37% of chronic absentees have been suspended at least once this year.</p> <p>2025 Climate Survey Results:</p> <p>5th grade: I feel safe at school - 93%</p> <p>7th grade: I feel safe at school - 94%</p> <p>5th grade: I enjoy coming to school to see my friends - 95%</p> <p>7th grade: I enjoy coming to school to see my friends - 97%</p> <p>5th grade: I have positive relationships with teachers and other adults at school - 91%</p> <p>7th grade: I have positive relationships with teachers and other adults at school - 96%</p> <p>Subgroup responses demonstrated similarly high levels of positivity.</p> <p>Middle School Drop Outs = 0</p> <p>Expulsion Rate = 0%</p>			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Foster Youth Services Provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including intervention services, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. (Costs Included In Action Item 1.16)	Yes	Fully Implemented	BUSD district-wide provide supports for Foster Youth and their families, including Transportation, Food Service, Counseling, Intervention Services, ELOP and assistance in connecting these families to county-wide services to help support the family needs			\$0
2.2	Unhoused Youth Services Provide direct support for Unhoused Youth and families in compliance with state and federal requirements. This includes identification and documentation for eligible services; enrollment and attendance support; referrals for eligible services including free meals, transportation, Title 1, and other district, state, and federal programs; referrals to social, emotional, and health services; intervention and outreach; referrals to community services; dispute resolution; and training/support for staff. (Costs Included In Action Item 1.16)	Yes	Fully Implemented	BUSD district-wide provide supports for Homeless students and their families, including Transportation, Food Service, Counseling, Intervention Services, ELOP and assistance in connecting these families to county-wide services to help support the family needs			\$0
2.3	School Counselors - Social-Emotional Support and Engagement/Attendance Continue to provide Middle School and Elementary School Counselors to support	No	Fully Implemented	BUSD district-wide employs 7 school counselors (6.8		\$557,097.00	\$283,312

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school sites in focused efforts to reduce chronic absenteeism and the District-wide effort to monitor and address mental health needs of students.			FTE) and 6.0 FTE school psychologists to provide services and support to all students			
2.4	<p>Family Engagement and Attendance Liaison</p> <p>The Family Engagement and Attendance Liaison position will assist schools in assessing and defining problems children may be experiencing with school attendance and performance, family interactions, social problems, and school-community relations which interfere with the student's ability and potential to obtain a satisfactory education. The Family Engagement and Attendance Liaison will also consult and assist parents, teachers and others concerned with the child and his family in planning and implementing appropriate strategies to address impediments to a student's success. The primary focus of this position will be our unduplicated students.</p>	No	Fully Implemented	BUSD district-wide employs 2.0 FTE credential school nurses, 8 individuals as Health Clerks, with 2 of these individuals employed in Health Clerk II positions		\$128,531.00	\$64,908
2.5	<p>District-wide Health Services: School Nurses and Health Clerks</p> <p>Continue to provide 2.0 FTE school nurse staffing District-wide and a Health Clerk I or Health Clerk II at each school site to respond to the immediate health needs of individual students to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families.</p>	No	Fully Implemented	BUSD district-wide employs 6.0 FTE school psychologists to provide services and support to all students.		\$808,485.00	\$417,333

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	District-wide School Psychologists Continue to provide school psychologist services at each school site to conduct special education assessments, serve as a member of Student Success Team (SST) and Individualized Education Program (IEP) Team to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals. In addition, school psychologists support students in building competency in self-management, self-awareness, responsible decision-making, relationship skills, and social awareness, to help students engage in learning communities that are safe positive, inclusive, and welcoming.	No	Fully Implemented	Included in Item 1.12 - BUSD currently employs 2.0 FTE District-wide Behavior Analyst III.		\$992,395.00	\$511,397
2.7	District-wide Behaviorist Continue to provide 2.0 FTE Behaviorist III services to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals.	No	Fully Implemented	BUSD currently employs 42.09 FTE Instructional Assistants to provide services to students with disabilities as set forth in their IEPs		\$307,741.00	\$155,409
2.8	Behavior Technicians Continue to provide 9.0 FTE Behavior Technician services to support the recommendation of appropriate academic and social emotional support needed for students to fully access instruction and achieve learning goals	No	Fully Implemented	Included in Item 1.7 - BUSD currently employs 25 certificated individuals to provide intervention services for all		\$506,964.00	\$256,017

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				students, with an emphasis on serving the needs of the UPP students			
2.9	Instructional Assistants Continue to provide students with disabilities specific supports as identified in their Individualized Education Program (IEP).	No	Fully Implemented	BUSD in its middle school programs provides students opportunities to participate in meaningful, social gatherings with peers to actively engage and give feedback on school site initiatives around tobacco, drug, and alcohol usage. Services include prevention programs, intervention, and cessation support. BUSD also offers parent information nights about these topics		\$2,723,014.00	\$1,375,123
2.10	Visual and Performing Arts Opportunities Provide instrumental music instructors for 4th-8th grade students in our elementary and comprehensive middle schools and ensure that students are provided access to instruments, needed supplies, and sheet music.	No	Fully Implemented	BUSD implemented district-wide the Zones of Regulation Curriculum; most schools are in the process of implementing		\$271,116.00	\$173,645

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				PBIS and all schools have programs in place to promote a positive school climate and students in their social emotional learning			
2.11	Assistant Principal @ Camerado Springs Continue providing an additional 1.0 FTE Assistant Principal to focus on the effective implementation of systems, structures, and curriculum at Camerado Springs Middle School including, but not limited to, Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) programs, anti-bullying efforts, attendance and direct teacher support to develop and sustain positive culture/climate in the classroom and schoolwide. Assistant Principal is also a key leader in the implementation of a system-wide Multi-Tiered System of Supports (MTSS).	Yes	Fully Implemented	BUSD district-wide are in various stages for implementation of the PBIS framework to focus proactively on prevention and instruction regarding student behavior. These efforts are aligned to the District's overall MTSS framework implementation		\$170,814.00	\$86,261
2.12	Grade Level Readiness Intervention Continue to provide additional staffing to provide intervention at Title 1 schools for students who are low income and other students demonstrating high needs. Intervention is intended to accelerate progress towards grade level readiness, particularly for those students who demonstrate gaps in grade level proficiency. (Costs Included In Action Item 1.11)	No	Fully Implemented	BUSD district-wide continues to offer parent education opportunities regarding a variety of topics include social media, drugs and alcohol, and Love and Logic			\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.13	<p>Positive Behavioral Intervention and Supports (PBIS) implementation Promote positive school climate by encouraging positive student behaviors. Support for schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline. Efforts are aligned to the District's overall MTSS framework implementation.</p>	No	Fully Implemented	BUSD district-wide employs a .5 Director of Nutritional Services, 1.0 FTE Cook and 10 individuals for a total of (9.292 FTE) Cafeteria Associates to provide universal meals for all students that meet the nutritional requirements provided for by state and federal regulations		\$17,046.00	\$9,600
2.14	<p>Love and Logic Training Continue to provide Parent Education - Love and Logic Program, with a particular emphasis on serving low income, foster youth and ELL.</p>	Yes	Fully Implemented	BUSD district-wide employs 1.0 FTE Director of Facilities; 1.0 FTE Director of Maintenance; and 32.9 FTE Custodians to maintain safe and clean school facilities in good repair and other support facilities of the District		\$1,000.00	\$1,000
2.15	<p>Nutritional Services Continue to provide nutritionally compliant meals at each school site to ensure that healthy meals and/or snacks are always available to students, whether they are at school, off campus for a special activity, participating in a school program taking place</p>	No	Fully Implemented	BUSD district-wide employs 1.0 FTE Director of Transportation; 2.0 FTE mechanics; and		\$2,511,308.00	\$1,237,813

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	outside the regular school day, or involved in some other special circumstance.			10 individual bus drivers			
2.16	Facilities Support Services Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other District facilities.	No	Fully Implemented	BUSD district-wide currently employs 1 individual as the district-wide library associate and 7 library associates to provide each school site with library services		\$4,535,589.00	\$1,867,527
2.17	Transportation Services Continue to provide transportation services, particularly to low income, homeless and foster youth as needed for students to fully access instruction and achieve learning goals.	No	Fully Implemented	BUSD district-wide currently employs 15 FTE to provide elementary and middle school physical education instruction to all school sites.		\$1,224,976.00	\$657,861
2.18		Yes					
2.19	Common Student Assessment System Continue to Implement a Common Student Assessment System for Student Achievement Data	No	Fully Implemented	Included in Item 1.16 - BUSD school sites have utilized these funds to implement additional intervention services to serve the students most		\$63,566.00	\$63,566

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				at-risk, with an emphasis on UPP students. BUSD school sites have also utilized these funds to add additional staffing and other services to meet the needs of students most at-risk, with an emphasis on UPP students to provide appropriate academic and social emotional interventions and accommodations			

Goal 3

Goal Description

Maintain strong parent engagement, community relations and communications.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Parent representation on District advisory committees, site based parent education opportunities, District communications, and the Annual Parent Survey	<p>At least two parent representatives, from each school site, served on each of the District's advisory committees.</p> <p>Every site offered at least one site-based parent education opportunity and the District offered at least one District-wide parent education opportunity.</p> <p>The results of the District's annual parent survey demonstrate high levels of parent satisfaction with the District's programs and services.</p> <p>The District has engaged families of students with special needs through the IEP process and communication throughout the year as needed to meet individual student needs. Engagement is being supported by the District's Director of Student Services and</p>	<p>Two parent representatives from each site were appointed to serve on the District's advisory committees.</p> <p>The District provided 1 session of Love and Logic parenting classes.</p> <p>Parent education opportunities regarding social media and school safety were provided by school sites.</p> <p>The District is engaging families of students with special needs through the IEP process and communication throughout the year as needed to meet individual student needs. Engagement is being supported by the District's Director of Student Services and a District Program Specialist.</p> <p>The District is engaging families of</p>		<p>Two parent representatives from each site were invited to serve on the District's advisory committees.</p> <p>The District has provided one opportunity for parents to attend Love and Logic parenting classes.</p> <p>Parent education opportunities regarding social media and drug awareness have been provided by sites.</p> <p>Four sites are participating in a Parent Teacher Home Visit program.</p> <p>The District has engaged families of students with special needs through the IEP process and communication throughout the year as needed to meet individual student needs. Engagement is being supported by the</p>	<p>Two parent representatives, from each school site, will serve on each of the District's advisory committees.</p> <p>Every site will offer at least one site-based parent education opportunity and the District will offer at least one District-wide parent education opportunity.</p> <p>The results of the District's annual parent survey will demonstrate high levels of parent satisfaction with the District's programs and services.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>a District Program Specialist.</p> <p>The District is engaging families of students who are economically disadvantaged via direct communication from the District and principals.</p>	<p>students who are economically disadvantaged via direct communication from the District's family engagement liaison and principals.</p> <p>Parents are engaged at all sites through school site councils, PTA/PTO/PTC, and various parent attended school events.</p> <p>Twice this year (fall and spring), the Superintendent hosted community coffees at every school site and met with PTO/PTC/PTA's at each school site.</p>		<p>District's Director of Student Services and a District Program Specialist.</p> <p>The District is engaging families of students who are economically disadvantaged via direct communication from the District and principals.</p> <p>The District is reviewing instructional materials for middle school English language arts and has involved the Instructional Materials Adoption Committee.</p> <p>Parents are engaged at all sites through school site councils, PTA/PTO/PTC, and various parent attended school events.</p> <p>This past fall, the Superintendent hosted community coffees at every school site and met with PTO/PTC/PTA's at each school site.</p> <p>A community meeting will be hosted regarding the proposed Costco warehouse and gas station.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Translation and Interpretation Services The District provides translation services to support a wide range of communication efforts between the District and families. Staff also provides simultaneous interpretation support during meetings and directly responds to parents/guardians in their home language.	Yes	Fully Implemented	BUSD district-wide employs translation services as needed to support a wide range of communication efforts between the District and families.		\$6,400.00	\$4,000
3.2	Family Communication Tools Family outreach to partner in increasing student engagement and reducing chronic absenteeism. Delivery of personalized messages to family based on analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support.	No	Fully Implemented	BUSD district-wide engages in extensive outreach efforts to address and reduce chronic absenteeism. BUSD is currently in the process of recruiting for a position that will engage families further in the process with home visits to help identify barriers to school attendance and build school-family relationships.		\$2,500.00	\$1,700

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	Parent Education Continue to provide Parent Information/Training Nights/Presenters	No	Fully Implemented	Included in Item 2.12 - BUSD district-wide continues to offer parent education opportunities regarding a variety of topics include social media, drugs and alcohol, and Love and Logic.			\$0

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	50,746,747	26,392,394
LCFF Supplemental/Concentration Grants	1,524,218	1,551,916