

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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

Student Achievement - Maximize the performance of each student in all academic areas.

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>Students performed in the Very High status range on the State's English language arts and mathematics assessment.</p> <p>69.23% of students performed in the met or exceeded standard range on the CAST.</p> <p>2024 Spring i-Ready mathematics median progress towards annual typical growth - Districtwide - 92%</p> <p>i-Ready Reading baseline will be determined in spring 2025.</p> <p>There were fewer than 30 English Learners; thus, the English learner progress rate and reclassification rate are not reported. If the site exceeds 30 in future years. These will be reported.</p> <p>Physical Fitness Testing - When last measured (2019), on average, 78% or more of students were in the</p>	<p>Students performed in the Very High Status range on the State's 2025 English language arts and Mathematics assessments. 100% of students met or exceeded ELA standards. 97% of students met or exceeded Math standards.</p> <p>79% of students performed in the met or exceeded standard range on the 2025 CAST.</p> <p>2025 Spring iReady Math median progress towards annual typical growth - BUMI Site - 127%</p> <p>2025 Spring iReady Reading median progress towards annual typical growth - BUMI Site - 150%</p> <p>There were fewer than 30 English Learners; therefore the English Learner progress rate and reclassification rate are not reported.</p>		<p>The 2025 winter Districtwide iReady Mathematics median progress towards annual typical growth result was 65%.</p> <p>The 2025 winter Districtwide iReady Reading median progress towards annual typical growth result was 96%.</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>Teachers meet with the site administrator to go over data as well as identify resources to students who are in</p>	<p>Performance on the State's English language arts and mathematics assessments will remain in the Very High status range.</p> <p>75% of students will meet or exceed standard on the CAST.</p> <p>Spring iReady mathematics median progress towards annual typical growth will reach 100%.</p> <p>Spring iReady Reading median progress towards annual typical growth will reach 100%.</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</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>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>All students have access to a broad course of study.</p>	<p>If the site exceeds 30 in future years, these will be reported.</p> <p>Physical Fitness Testing - TBD</p> <p>A strong majority of teachers report full implementation of standards in mathematics, English language arts, and science.</p> <p>All students have access to a broad course of study.</p>		<p>need of more targeted in-class intervention and support.</p> <p>All students have access to broad course of study including exploratory options that may lead to interest in Career Tech opportunities in high school.</p>	<p>professional development to increase standards alignment of classroom instruction.</p> <p>Maintain 100% student access to a broad course of study.</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</p> <p>Provide highly qualified and appropriately assigned administrators, teachers, and other certificated staff to provide every BUSD/BUMI 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				\$543,290.00	\$309,867
1.2	<p>Provide: Highly Qualified Classified Employees</p>	No				\$211,280.00	\$120,504

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
	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.						
1.3	Targeted Collaboration: Grade-level data-based decision-making and standards alignment Targeted Collaboration: Grade-level data-based decision-making	Yes				\$4,000.00	\$2,000
1.4	Speech and Language Pathologist 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; 1.0 SLPA (Speech & Language Assistant) - districtwide.	No				\$9,356.00	\$4,724
1.5	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				\$1,142.00	\$577

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
1.6	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.	No				\$32,385.00	\$16,311
1.7	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.	No				\$11,011.00	\$5,278
1.8	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.	No					\$0
1.9	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	No				\$4,562.00	\$2,304

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
	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).						
1.10	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.	No				\$55,849.00	\$22,996
1.11	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 English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	No					\$0
1.12	ELL Summer School Continue to provide ELL Summer School program	Yes				\$89.00	\$89
1.13	Site-determined, SPSA-based actions to support Goal 1	Yes				\$56,780.00	\$35,927

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
	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.						
1.14	BUMI Coordinator Maintain Mandarin Immersion Program Coordinator Position	No				\$175,385.00	\$88,569

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	Chronic absenteeism and suspension rate as well as student response data from the District's student climate survey. Average Daily Attendance (ADA) rate. Middle school drop out rate. Expulsion rate.	Chronic absenteeism 6.4%. ADA Rate - 97% Suspension rate - .7% Middle school dropout rate - 0 Expulsion rate - 0	Chronic absenteeism 1%. ADA Rate - 98.15% Suspension rate - 2% Middle school dropout rate - 0 Expulsion rate - 0		Chronic absenteeism 0%. ADA Rate - 98.7% Suspension rate - 0% Middle school dropout rate - 0 Expulsion rate - 0	Reduce chronic absenteeism rate to below 5% Maintain ADA Rate over 96% Maintain Very Low suspension rate on the California Dashboard. Students will report high levels of agreement on a local climate survey in regards to school safety as well as peer and adult connections. Middle school dropout rate - 0 Expulsion rate - 0

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	Yes					\$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
	attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. (Costs Included in Action Item No. 1.13)						
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 No. 1.13)	Yes					\$0
2.3	School Counselors - Social-Emotional Support and Engagement/Attendance Continue to provide Middle School and Elementary School Counselors to support school sites in focused efforts to reduce chronic absenteeism and the District-wide effort to monitor and address mental health needs of students.	No				\$9,850.00	\$5,024
2.4	Family Engagement and Attendance Liaison 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	No				\$3,213.00	\$1,623

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
	<p>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>						
2.5	<p>District-wide Health Services: School Nurses and Health Clerks 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				\$20,212.00	\$10,433
2.6	<p>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,</p>	No				\$24,302.00	\$12,528

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
	responsible decision-making, relationship skills, and social awareness, to help students engage in learning communities that are safe positive, inclusive, and welcoming.						
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				\$7,694.00	\$3,885
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				\$10,898.00	\$5,504
2.9	Instructional Assistants Continue to provide students with disabilities specific supports as identified in their Individualized Education Program (IEP).	No				\$68,075.00	\$34,377
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					\$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
2.11	<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					\$0
2.12	<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				\$25.00	\$25
2.13	<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 outside the regular school day, or involved in some other special circumstance.</p>	No				\$62,781.00	\$30,945
2.14	<p>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</p>	No				\$113,390.00	\$46,689

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
	maintenance of school sites and other District facilities.						
2.15	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				\$30,625.00	\$16,447
2.16	Site-determined, SPSA-based actions to support Goal 2 Supplemental Grant funding to support Goal No. 2 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. (Costs included in Action Item 1.13)	Yes					\$0
2.17	Common Student Assessment Continue to implement a Common Student Assessment System for Student Achievement Data	No				\$1,589.00	\$1,589

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 served on each of the District's advisory committees.</p> <p>The site offered at least one site-based parent education opportunity, and the District offered one District-wide parent education opportunity.</p> <p>The results of the District's annual parent demonstrated high levels of parent satisfaction with the BUMI program.</p> <p>The site 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>At least two parent representatives served on each of the District's and sites' advisory committees.</p> <p>The site offered one parent education opportunity (Supporting Students' Success through PBIS) and the District offered two District-wide parent education opportunities (Cyber safety and Parenting with Love and Logic).</p> <p>The results of the District's annual parent demonstrated high levels of parent satisfaction with the BUMI program.</p> <p>The site has engaged families of students with special needs through the IEP process and communication throughout the year as needed to meet individual student</p>		<p>Two parent representatives from BUMI 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>BUMI has provided opportunities for parents to attend parent workshops regarding supporting students' social-emotional and behavioral needs.</p> <p>Parent education opportunities regarding social media and drug awareness have been provided by sites.</p> <p>The District has engaged families of students with special needs through the IEP process and</p>	<p>At least two parent representatives will serve on each of the District/BUMI advisory committees.</p> <p>The 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 BUMI program.</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 site is engaging families of students who are economically disadvantaged via direct communication from certificated staff and the principals.</p>	<p>needs. Engagement is being supported by the District's Director of Student Services and a District Program Specialist.</p> <p>The site is engaging families of students who are economically disadvantaged via direct communication from certificated staff and administrators.</p>		<p>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 site is engaging families of students who are economically disadvantaged via direct communication from the District and principal.</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 the site through school site council, PTO, and various parent attended school events.</p> <p>This past fall, the Superintendent hosted a community coffee at the school site and met with the PTO.</p> <p>A community meeting will be hosted regarding the proposed Costco</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					warehouse and gas station.	

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				\$160.00	\$100
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					\$0
3.3	Parent Education Continue to provide Parent Information/Training Nights/Presenters	No					\$0

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	1,437,037	747,650
LCFF Supplemental/Concentration Grants	60,639	74,645