BUCKEYE UNION SCHOOL DISTRICT

Buckeye Union Mandarin Immersion Charter School Petition

七葉樹聯合國語浸入式特許學校 請願書

TK-8th Charter
For a term of July 1, 2026 – June 30, 2031

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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioners, we, Dr. David Roth and Dr. Lu Zhai, hereby certify that the information submitted in this petition for a dependent California public charter school to be named the Buckeye Union Mandarin Immersion Charter School ("BUMI" or the "Charter School"), and to be located within the boundaries of the Buckeye Union School District ("BUSD" or the "District"), is true to the best of our knowledge and belief. We also certify that this petition does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Buckeye Union School District shall be deemed the exclusive public-school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the CharterSchool, and who submit a timely application. If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School and in accordance with the stated enrollment preferences, shall be determined by a public random drawing. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref Education Code Section 47605(e)(1)]

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(e)(3)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the requirements of the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter School shall comply with the California Public Records Act, Government code Section 7920.000, *et seq*. ("CPRA").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. ("PRA").

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with Education Code Sections 47612.5 and 51744 *et seq*. related to independent study, as applicable

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

_____ _____4/8/2026_____
Dr. David Roth, Superintendent Date

_____ _____4/8/2026_____
Dr. Lu Zhai Principal Date

EXECUTIVE SUMMARY

Charter Renewal Criteria

In accordance with the amendments to Education Code Section 47607, and the establishment of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority must consider the performance of the Charter School based on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, under certain circumstances, the performance of the Charter School on assessments classified as verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also established a three-tiered system for evaluating the performance of charter schools based on Dashboard data and metrics compared to the state average for all students and subgroups. The CDE evaluates all charter schools, assigning them to renewal tracks annually and making that report available to the public. In accordance with the law and the CDE's performance category designation, The Buckeye Union Mandarin Immersion Charter School falls into the high-performing category. We present evidence and data below to demonstrate that the Charter School meets the renewal criteria for a seven-year renewal.

Middle Performing Category Criteria

The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal petition, District staff must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, Staff determines whether the charter school has met the following renewal criteria:

I. Has the Charter School Presented a Sound Educational Program?
II. Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
III. Is the Petition Reasonably Comprehensive?
IV. Is the School Serving All Students Who Wish to Attend?

Renewal Tier Analysis – Middle Performing

In addition to the criteria outlined above, the Education Code outlines a three-tiered system of performance categories for most charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school's renewal petition based on the performance category, or "tier", in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education to determine the charter school's renewal tier.

Criterion 1 *Performance level[3] on all schoolwide indicators*	Criterion 2a *Schoolwide status on all academic indicators[4] vs. respective state average*	Criterion 2b *Status on all academic indicators for eligible student groups vs. respective state average*	Final Renewal Tier
☐ **High Tier** if all are Green/High or Blue/Very High ☐ **Low Tier** if all are Red/Very Low or Orange/Low ☒ **Evaluate Criterion 2** if none of the above	☐ **Not applicable** if tier determined in Criterion 1 ☐ **High Tier** if (2a) all schoolwide academic indicators are same or *higher* than statewide average **and** (2b) majority of student groups scored *higher* than the respective group's state average ☐ **Low Tier** if (2a) all schoolwide academic indicators are same or *lower* than statewide average **and** (2b) majority of student groups scored *lower* than the respective group's state average ☒ **Middle Tier** if none of the above		**MIDDLE TIER**

MIDDLE TIER - Additional Guidance and Decision Criteria

Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	May be denied upon making written findings that: 1. *The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND* 2. *The closure is in the best interest of the pupils; AND* 3. *The decision provided greater weight to performance on measurements of academic performance (if applicable).* May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: A. *Substantial fiscal or governance concerns; or* B. *The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.* A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings: A. *The corrective action proposed by the charter school has not been successful; or* B. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.*

Verified Data[5] *(Optional)*	If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either: A. *The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or* B. *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

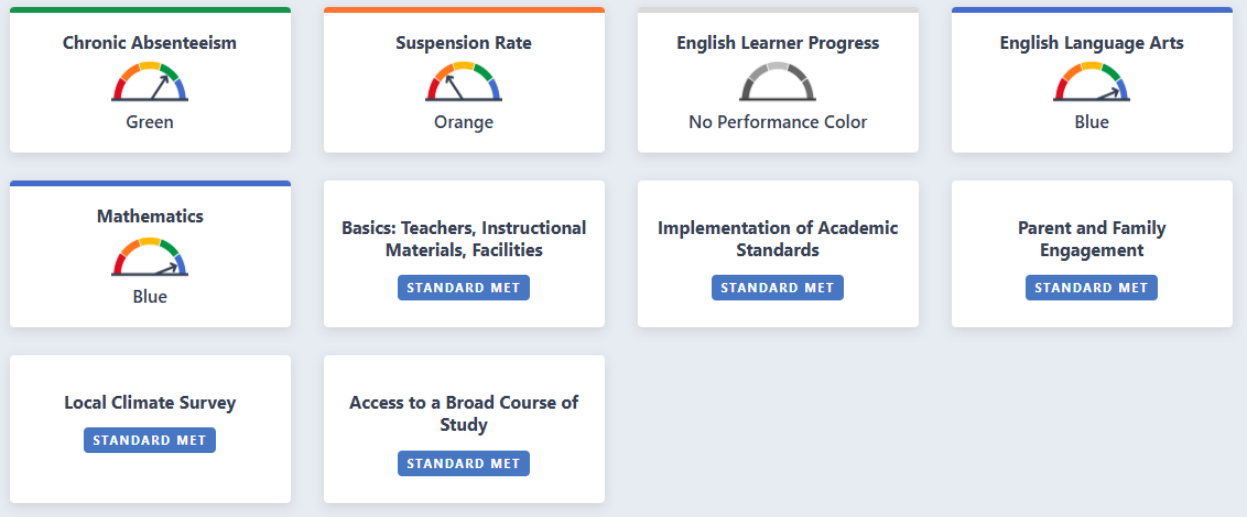
For middle-performing charter schools, Education Code Section 47607.2(b) requires the District to consider both schoolwide performance and the performance of all student subgroups on the state and local indicators included in the Dashboard. The District must give greater weight to academic performance indicators, including the California Assessment of Student Performance and Progress ("CAASPP") in English Language Arts ("ELA") and mathematics, the English Learner Progress Indicator ("ELPI"), and the College/Career Indicator ("CCI").

In addition to the Dashboard indicators, the District must also consider clear and convincing evidence of academic achievement based on assessments identified as verified data by the State Board of Education ("SBE"). This includes data showing measurable academic progress (at least one year's growth for each year in school) or strong postsecondary outcomes, such as college enrollment, persistence, and completion rates that are comparable to those of similar peers. Charter School utilizes CAASPP, i-Ready, and Renaissance Star for its verified data.

Both the Dashboard and our verified data demonstrate the academic progress our students are making. Our internal data systems allow us to continuously plan, implement, and assess instruction to ensure students are learning, making consistent progress, and achieving at high levels. This ongoing assessment process is essential for driving student growth and success.

DASHBOARD STATE AND LOCAL INDICATORS (2024-2025)

The Charter School is pleased to report that it met all Local Indicators on the 2025 Dashboard.



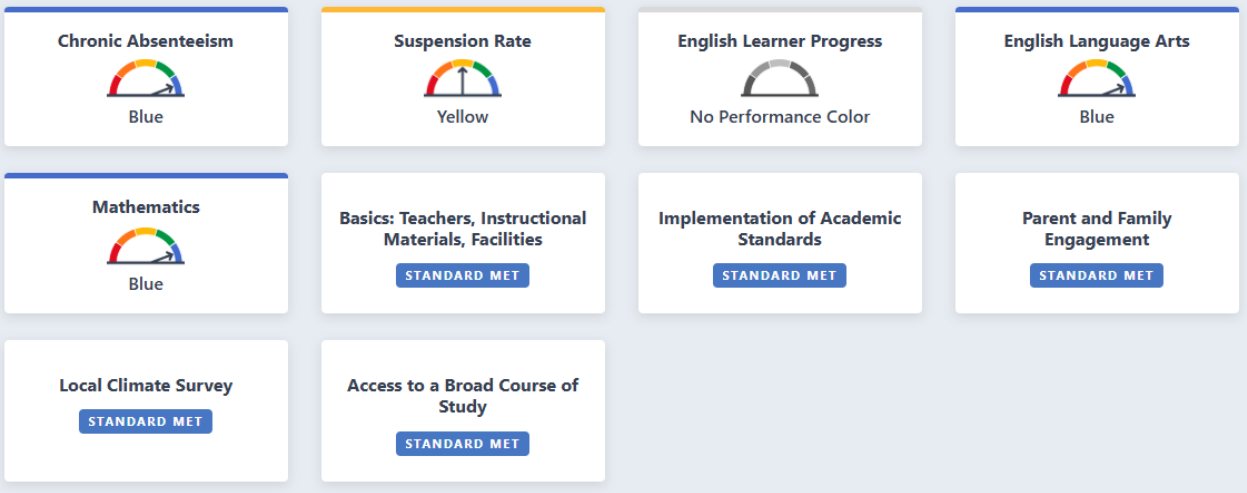
BUMI/BUSD/STATE: Difference From Standard [2024-2025]

Indicator	BUMI	BUSD	STATE
Chronic Absenteeism	0.5%	3.3%	18.6%
Suspension Rate	2.1%	-.1%	-.4%
English Learner Progress	N/A – Fewer than 11	73.7%	46.4%
ELA	140.1	43.8	-8.1
Math	135	32.5	-42.4

The above-table reflects that BUMI has outperformed the State and with the exception of the Suspension Rate, has outperformed the District in every performance indicator: Chronic Absenteeism, English Learner Progress, ELA and Math.

DASHBOARD STATE AND LOCAL INDICATORS (2023-2024)

The Charter School is pleased to report that it met all Local Indicators on the 2024 Dashboard.



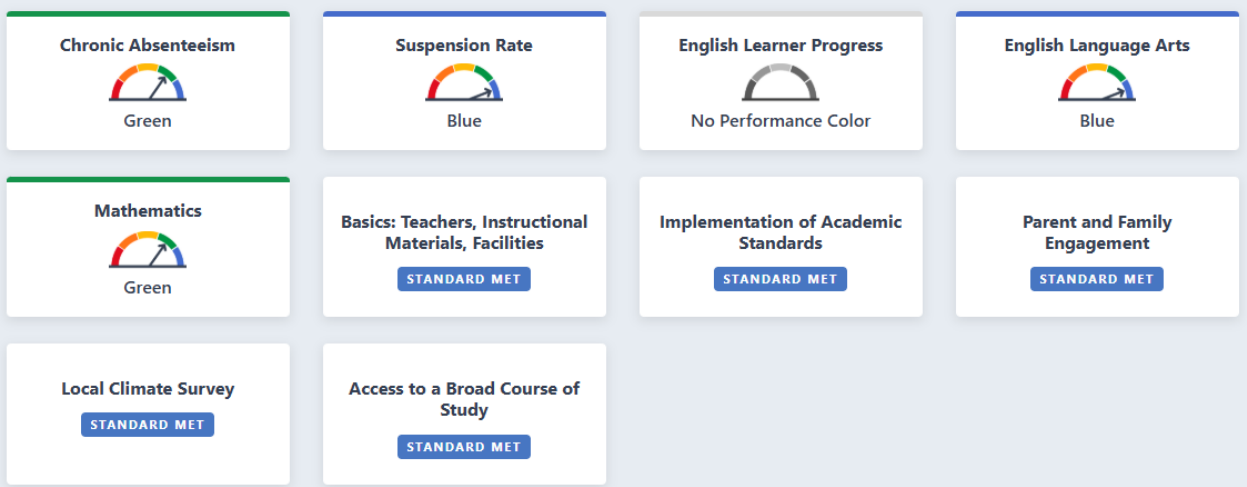
BUMI/BUSD/STATE: Difference From Standard [2023-2024]

Indicator	BUMI	BUSD	STATE
Chronic Absenteeism	0%	9.7%	18.6%
Suspension Rate	.7%	2.1%	-.4%
English Learner Progress	N/A – Fewer than 11	56.3%	45.7%
ELA	117.5	36.7	-13.2
Math	108.7	27.2	-47.6

The above-table reflects that BUMI has outperformed the State and District in every performance indicator: Chronic Absenteeism, Suspension, English Learner Progress, ELA and Math.

DASHBOARD STATE AND LOCAL INDICATORS (2022-2023)

The Charter School is pleased to report that it met all Local Indicators on the 2023 Dashboard.



BUMI/BUSD/STATE: Difference From Standard [2022-2023]

Indicator	BUMI	BUSD	STATE
Chronic Absenteeism	4.7%	12.1%	24.3%
Suspension Rate	0%	.4%	3.5%
English Learner Progress	N/A – Fewer than 11	63.2%	48.7%
ELA	109	40.9	-13.6
Math	108.8	23.9	-49.1

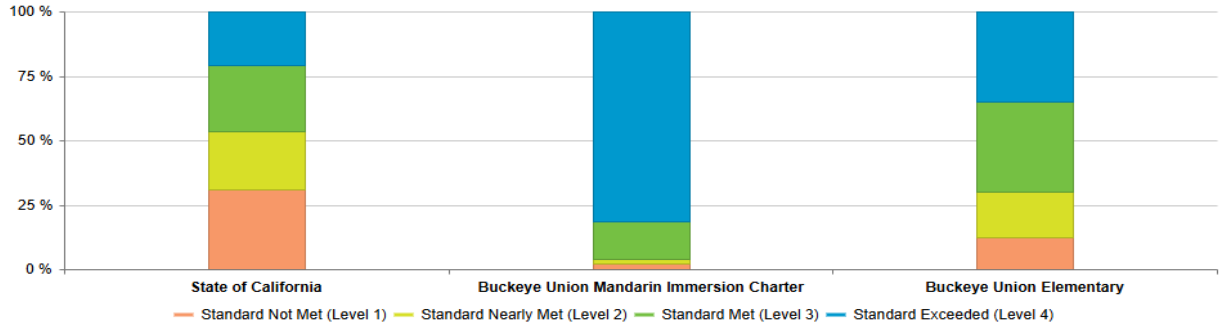
The above-table reflects that BUMI has outperformed the State and District in every performance indicator: Chronic Absenteeism, Suspension, English Learner Progress, ELA and Math.

SCHOOLWIDE ACADEMIC PERFORMANCE

To supplement the information provided in the California School Dashboard, the results from the California Assessment of Student Performance and Progress ("CAASPP") Smarter Balanced Summative Assessments ("SBAC") are provided below. Specifically, the tables below include results for both BUMI and Buckeye USD (grades 3-8 only) as well as for the State of California as follows:

- ELA (2022-2023)

2022–23 Achievement Level Distribution - All Grades



Percentage of Students at Each Achievement Level

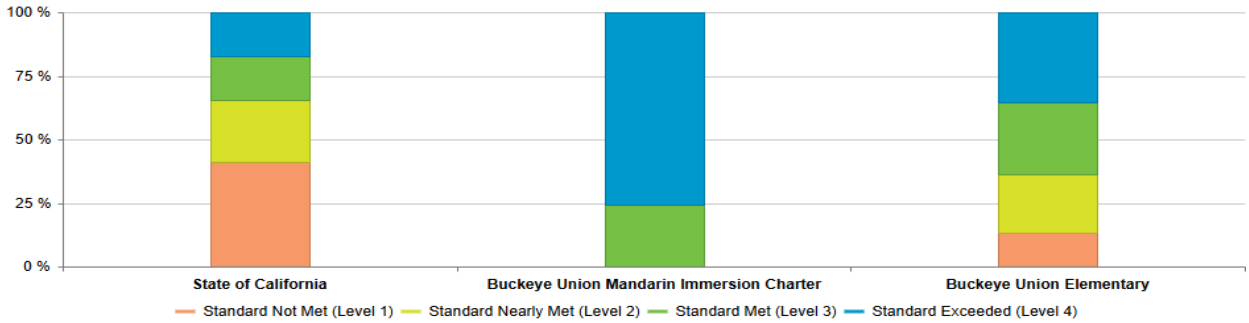
Overall Achievement

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	20.73 %	81.63 %	34.98 %
Standard Met (Level 3) Percentage of students by grade for level	25.93 %	14.29 %	34.81 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	22.17 %	2.04 %	17.91 %
Standard Not Met (Level 1) Percentage of students by grade for level	31.17 %	2.04 %	12.30 %

In 2022-2023, BUMI's ELA proficiency rates have outperformed the State and in general BUSD's proficiency rates.

- Math (2022-2023)

2022–23 Achievement Level Distribution - All Grades



Percentage of Students at Each Achievement Level

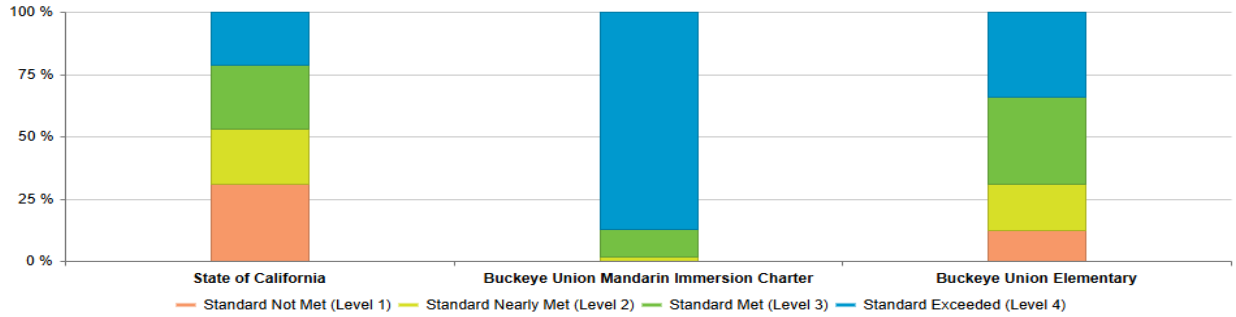
Overall Achievement

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	17.14 %	75.51 %	35.45 %
Standard Met (Level 3) Percentage of students by grade for level	17.48 %	24.49 %	28.20 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	24.06 %	0.00 %	23.17 %
Standard Not Met (Level 1) Percentage of students by grade for level	41.32 %	0.00 %	13.19 %

In 2022-2023, BUMI's Math proficiency rates have outperformed the State and in general BUSD's proficiency rates.

- **ELA (2023-2024)**

2023–24 Achievement Level Distribution - All Grades



Percentage of Students at Each Achievement Level

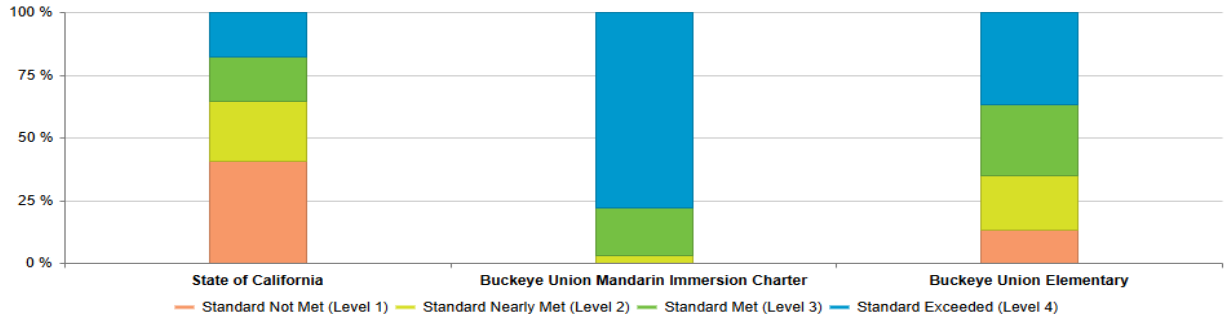
Overall Achievement

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	21.02 %	87.30 %	33.90 %
Standard Met (Level 3) Percentage of students by grade for level	26.02 %	11.11 %	35.03 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	21.80 %	1.59 %	18.80 %
Standard Not Met (Level 1) Percentage of students by grade for level	31.15 %	0.00 %	12.26 %

In 2023-2024, BUMI's ELA proficiency rates have outperformed the State and in general BUSD's proficiency rates.

- **Math (2023-2024)**

2023–24 Achievement Level Distribution - All Grades



Percentage of Students at Each Achievement Level

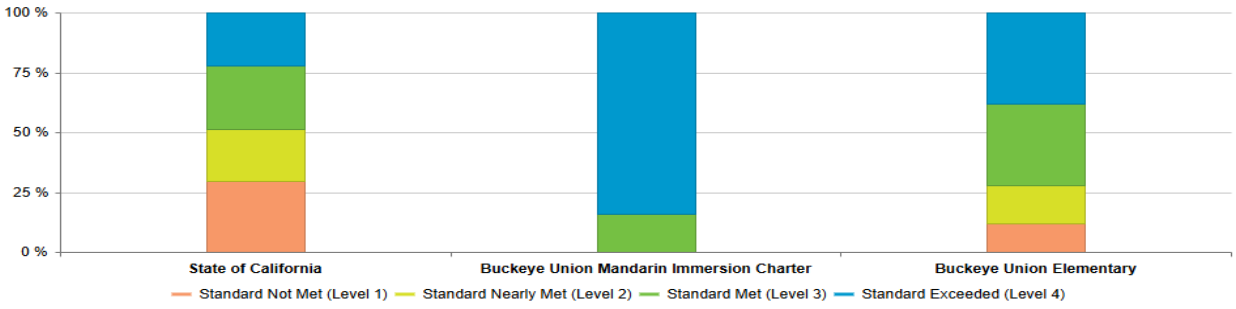
Overall Achievement

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	17.89 %	77.78 %	36.66 %
Standard Met (Level 3) Percentage of students by grade for level	17.65 %	19.05 %	28.53 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	23.91 %	3.17 %	21.71 %
Standard Not Met (Level 1) Percentage of students by grade for level	40.55 %	0.00 %	13.11 %

In 2023-2024, BUMI's Math proficiency rates have outperformed the State and in general BUSD's proficiency rates.

- **ELA (2024-2025)**

2024–25 Achievement Level Distribution - All Grades



Percentage of Students at Each Achievement Level

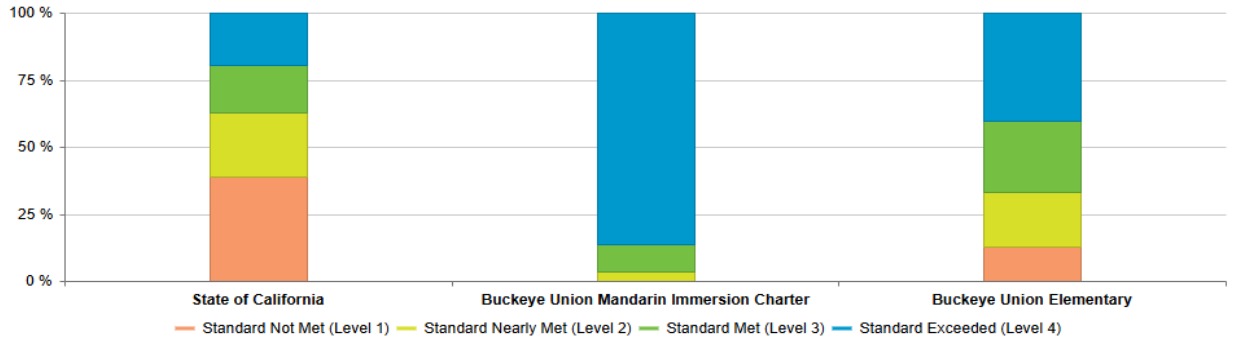
Overall Achievement

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	22.29 %	83.91 %	38.10 %
Standard Met (Level 3) Percentage of students by grade for level	26.53 %	16.09 %	33.88 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	21.76 %	0.00 %	16.28 %
Standard Not Met (Level 1) Percentage of students by grade for level	29.43 %	0.00 %	11.74 %

In 2024-2025, BUMI's ELA proficiency rates have outperformed the State and in general BUSD's proficiency rates.

- ## Math (2024-2025)

2024–25 Achievement Level Distribution - All Grades



Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	19.37 %	86.21 %	40.18 %
Standard Met (Level 3) Percentage of students by grade for level	17.93 %	10.34 %	26.42 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	23.72 %	3.45 %	20.78 %
Standard Not Met (Level 1) Percentage of students by grade for level	38.98 %	0.00 %	12.62 %

In 2024-2025, BUMI's Math proficiency rates have outperformed the State and in general BUSD's proficiency rates.

KEY STUDENT GROUP ACADEMIC PERFORMANCE

The following comparison of academic performance is included to assess whether BUMI's educational program is sound for *all* students. The Table below compare Bumi's performance on the ELA and Math SBAC to the District average and State average for the respective student groups for the following student groups: Socioeconomically disadvantaged students, Black/African American students, Hispanic/Latino students, students with disabilities, and English Learners. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g., severity of disability for special education students, progress levels for English Learners). Additionally, results for the California Alternate Assessments (CAAs) were not included as BUMI did not surpass the required threshold of tested students and, therefore, no data is available.

	Black of African American			Economically Disadvantaged			English Learner			Hispanic or Latino			Students w/Disabilities		
	Met or Exceeded			Met or Exceeded			Met or Exceeded			Met or Exceeded			Met or Exceeded		
	BUMI	BUSD	STATE	BUMI	BUSD	STATE	BUMI	BUSD	STATE	BUMI	BUSD	STATE	BUMI	BUSD	STATE
ELA: 2022-2023	>11	39.13%	29.85%	>11	50.66%	35.27%	>11	21.52%	10.87%	>11	64.98%	51.66%	>11	28.98%	15.75%
2023-2024	>11	42.85%	47.75%	>11	56.43%	36.81%	>11	26.09%	10.28%	>11	68.67%	52.25%	>11	29.8%	15.83%
2024-2025	>11	64.71%	50.22%	>11	54.72%	38.23%	>11	13.64%	10.41%	>11	65.13%	55.04%	>11	34.9%	16.95%
Math: 2022-2023	>11	58.33%	29.17%	>11	46.18%	22.91%	>11	26.19%	9.93%	>11	55.18%	36.02%	>11	27.88%	12.26%
2023-2024	>11	42.86%	31.05%	>11	52.36%	24.98%	>11	30.99%	10.25%	>11	56.68%	36.77%	>11	28.48%	12.54%
2024-2025	>11	58.82%	33.79%	>11	48.71%	26.19%	>11	18.75%	11.01%	>11	56.07%	40.1%	>11	30.34%	13.1%

***Source**: CAASPP Results*

The above table evidences that BUMI's proficiency rates for identified student subgroups is withheld by the State due to data privacy concerns. However, these students are also identified in the overall proficiency rates noted above. BUMI has outperformed the State and in general BUMI's proficiency rates are relatively consistent with or exceed BUSD's proficiency rate.

ENGLISH LEARNER PROGRESS

In the 2022-2023, 2023-2024 and 2024-2025 school years, BUMI tested students on the Summative English Language Proficiency Assessment (ELPAC). The tables below do not identify data for BUMI. To protect student privacy, an asterisk (*) is displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report. However, an analysis of the student

data demonstrates that BUMI's ELPAC results has outperformed the State and in general BUMI's rates are relatively consistent with or exceed BUSD's rates with respect to the number of students and the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level.

2022-2023 Summative ELPAC Results Comparison:

Percentage of Students at Each Performance Level

Overall Performance

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Level 4 Percentage of students by grade for level	16.50%	*	23.24%
Level 3 Percentage of students by grade for level	33.77%	*	39.44%
Level 2 Percentage of students by grade for level	29.40%	*	17.61%
Level 1 Percentage of students by grade for level	20.33%	*	19.72%

2023-2024 Summative ELPAC Results Comparison:

Percentage of Students at Each Performance Level

Overall Performance

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Level 4 Percentage of students by grade for level	14.63%	*	24.43%
Level 3 Percentage of students by grade for level	32.78%	*	39.69%
Level 2 Percentage of students by grade for level	28.67%	*	21.37%
Level 1 Percentage of students by grade for level	23.93%	*	14.50%

2024-2025 Summative ELPAC Results Comparison:

Percentage of Students at Each Performance Level

Overall Performance

Reporting Categories	State of California	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary
Mean Scale Score	N/A	N/A	N/A
Level 4 Percentage of students by grade for level	15.53%	*	27.64%
Level 3 Percentage of students by grade for level	32.40%	*	37.40%
Level 2 Percentage of students by grade for level	28.42%	*	24.39%
Level 1 Percentage of students by grade for level	23.65%	*	10.57%

PROGRAM OVERVIEW

The Buckeye Union Mandarin Immersion Charter School ("BUMI") is a dependent, site-based public charter school serving transitional kindergarten through 8th grade students. The mission of BUMI is to nurture and enable students from all backgrounds to become bilingual and biliterate in English and Mandarin Chinese to complement high quality academics.

The vision of BUMI is to create a progressive learning environment for transitional kindergarten through 8th grade students, preparing them to be lifelong learners and engaged global citizens. BUMI will establish a strong tradition of excellence through a rigorous Mandarin Immersion curriculum that meets or exceeds the California state standards and Common Core State Standards. The target language, Mandarin, will be used as a tool of instruction to deliver the curriculum. Decades of research has shown the efficacy of the immersion model to achieve proficiency in multiple languages. An intrinsic element of Mandarin Immersion is appreciation of other cultures. This approach will bring children from Chinese and non-Chinese language backgrounds together from across the diverse school district, as they prepare to become both global citizens and positive members of our community.

At BUMI, students will have at a minimum the legally required instructional minutes for the grade level served. However, as planned, BUMI intends to exceed state mandated minimum minutes at the Kindergarten level. BUMI's extended instructional time will ensure enough language exposure time for both languages (English and Mandarin) and further our students' academic achievement. To realize our mission and vision, our program will include these key features:

Mandarin Immersion: Regardless of background, all BUMI students will be offered a challenging, California Content Standards -aligned curriculum starting with 80% instruction in Mandarin and 20% in English in Transitional Kindergarten. As students move to higher grades, subjects taught in Mandarin will gradually transfer to English in upper grades. Research demonstrates that students from both native language groups achieve the most academic and linguistic success with this approach.

STEAM and Project Based Learning Curriculum: The BUMI program is committed to teaching students the interconnectedness of different subjects and the world around them. Through STEAM+PBL curriculum, students can learn contextually, not only in terms of having a program that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

Whole Child Approach: BUMI is dedicated to educate the whole child. Beyond the measurable intellectual performance, BUMI emphasizes physical and emotional health. Our valued qualities include integrity, responsibility, imagination, curiosity, creativity, compassion and interpersonal skills.

Family/Community Involvement: BUMI understands the importance of partnering with families to fully develop the potential of each student. We believe it takes a community of family members, teachers, role models and other children to create and sustain a supportive, productive and engaging learning environment. We expect the BUMI student population to reflect the demographics of the District.

1: EDUCATIONAL PHILOSOPHY AND PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Education Code Section 47605(b)(5)(A)(i).

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." Education Code Section 47605(b)(5)(A)(ii).

Mission/Vision

The mission of BUMI is to nurture and enable students from all backgrounds to become bilingual and biliterate in English and Mandarin Chinese to complement high quality academics. The vision of BUMI is to create a progressive learning environment for students in transitional kindergarten through 8th grade, preparing them to be self-motivated, competent, lifelong learners and engaged global citizens.

To realize our mission and vision, BUMI students will be offered a challenging, California Content Standards aligned curriculum starting in transitional kindergarten with 80% instruction in Mandarin and 20% in English. As students move to higher grades, subjects formerly taught in Mandarin will gradually transfer to English in upper grades.

Beyond academic achievement, BUMI will strive to develop our students into a "whole child". Our program is committed to enhancing emotional, cognitive, physical and ethical development for each student.

Students to Be Served - Target Student Population

Expected Enrollment

BUMI will grow to serve students in transitional kindergarten through 8th grade from the Buckeye Union School District (BUSD) and surrounding areas. At its full capacity, BUMI plans to serve approximately 500 students with about 50 students in each grade. BUMI attracts those students who desire bilingualism in English/Mandarin and share the BUMI vision.

Student Population and Demographics

BUMI aims to enroll students whose racial and ethnic diversity is representative of the BUSD. BUMI students will be a mixture of Chinese-heritage students and non-Chinese heritage students, which helps nurture a healthy immersion learning environment and promotes learning from peers.

The Need

BUMI will be located within the geographical boundaries of BUSD on the Oak Meadow Elementary School site (TK–5th) and the Rolling Hills Middle School site (6th–8th) . Currently there is no foreign language charter school available in the District. BUMI is a tuition-free, quality ***public*** school choice option with a rigorous academic approach incorporating Mandarin Immersion to our community at the elementary and middle and high school levels (in partnership with the El Dorado Union High School District).

BUMI is an important addition to the public education landscape in BUSD for three reasons:

1) Creation of an additional public-school option for the community

While there are over 1,200 charter public schools serving over 600,000 students in California, there are currently no foreign language charter public schools of choice offered to families in BUSD. A diverse set of public school choice options for parents is vital to sustain and grow a high-quality public education landscape that serves children and families. BUMI will be the first foreign language charter public school in BUSD, providing a unique and rigorous curriculum framework.

2) First charter public Mandarin Immersion Program in BUSD

Globalization and the rapid develop of technology will require new ways of thinking, working and communicating for our youth. We see a compelling mandate for a Mandarin Immersion school in the El Dorado County area to prepare students to thrive in an increasingly complex and linguistically and culturally diverse world. We recognize the growing need to develop future citizens who are fluent and literate in Mandarin and who have a deep understanding of and appreciation for Chinese culture. There are currently large numbers of both Chinese and non-Chinese families who are placing their children in private Chinese-language schools across the state. These private programs are not only out of reach for low-income families, but are also not as effective at bringing students to full proficiency given the limited hours provided through after-school and weekend programs. BUMI recognize this void and strive to provide this opportunity in the region and beyond. Parents and guardians in BUSD demonstrate robust support for the school as evidenced by the number of families seeking entrance for their children.

Parent and Community Outreach

Multiple Parent Community outreach events occur each school year. We have also conducted individual and small group meetings with community and parents from across the District and outside of the District..

How Learning Best Occurs

In order to prepare successful and competent global citizens, the BUMI education program provides five key components: 1) Mandarin Immersion; 2) STEAM and Project Based Learning; 3) Personalized Learning; 4) A Whole Child Approach; and 5) Family/Community Involvement. Each component is discussed briefly below as well as in more detail in the Curriculum and Instructional Design section that follows.

1. Mandarin Immersion

Chinese is listed as a critical language under the National Security Language Initiative due to its strategic business and security interests in the Chinese-speaking world, as well as a heritage language due to the number of American citizens of Chinese heritage. In addition, research has shown that there are many benefits of learning more than one language (Met, Myriam, 2004; Curtain, H & Dahlberg, 2004; Collier, V. & Thomas, W., 2004). In summary, children that are raised multilingually:

- Have more focus.
- Can switch between activities better and faster.
- Are more creative.
- Achieve greater linguistic and other academic results.
- Are more logical thinkers.
- Are more adept at learning further languages.
- Have enhanced analytical and problem-solving abilities.
- Have more developed imaginations.
- Have increased self-esteem and ability to build trust with others.
- Can understand, accept and respect cultural diversity.
- Can more easily adjust to new situations, people and events.

Chinese language education is particularly well-suited to the early education setting because Mandarin Chinese is defined by the Foreign Service Institute of the U.S. State Department as a "Category 3" language, one of the most difficult languages to learn for native English speakers. Attaining fluency in Mandarin Chinese requires 2200 class hours, or the equivalent of 3 to 4 years of full-time study. It includes all of the most difficult aspects: unfamiliar phonemes, a large number of tones, an extremely complex writing system, and an equally unfamiliar vocabulary.

BUMI will deliver the Mandarin/English curriculum in an innovative, but well-studied and proven method of Immersion. Unlike teaching the language in isolation, the Immersion program integrates language instruction with academic content. The students not only receive instruction in Mandarin/English language arts and literacy, they also get to use Mandarin/English in all other subjects, such as Math and Social Studies. Research shows that language is acquired most effectively when it is learned for communication in meaningful and significant social situations. The academic content of the BUMI curriculum will provide a meaningful basis for targeted language learning.

Proficiency in Mandarin is not a prerequisite to academic development function. Students from any background and any native language can thrive and learn in our immersion program.

Immersion Model

BUMI founders have done extensive research on the program model, including online research on the popularity of different program models as well as talking with prospective parents, educators and school administrators. We have decided to use a 80-20 model. Starting in Transitional Kindergarten, 80% of instruction time will be in Mandarin. Instruction in English will be gradually increased to 70% in later grades.

Mandarin becomes the vehicle for content instruction and the subject of instruction itself, particularly in the primary grades, where students are taught the California State Standards in a second language with an emphasis on concrete objects, first-hand experiences, visual aids and hand-on cooperative group learning. Through years of studying at BUMI, a student will have spent more than 5000 hours of studying time on Chinese, far exceeding the required 2200 hours to achieve fluency.

Our overall goal is to ensure the right balance between learning Mandarin and achieving other academic goals. The 80-20 model will enable BUMI to achieve the academic and social standards of top California public schools, in addition to the linguistic and multi-cultural goals of a bilingual environment.

Additionally, learning about culture is intertwined with learning languages at BUMI. To facilitate learning of Mandarin and English, students will recite poetry, idioms or proverbs, learn about traditional food, holidays, and activities, and role play typical cultural situations. Students will gain a deep understanding of both Chinese and American culture.

2. STEAM and Project Based Learning

BUMI will work with curriculum experts to develop a comprehensive and rigorous STEAM and project based learning (PBL) curriculum that inspires students to achieve their full potential. STEAM curriculum integrates traditional STEM curriculum (Science, Technology, Engineering and Mathematics) with Arts. We believe that, "Science and technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through engineering and the arts, with the knowledge that everything is based in elements of mathematics." (G. Yakman, 2013)

STEAM is a contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other in reality. This framework not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual. PBL is more than just a teaching method – it is a revitalization of education for students so that they can develop intellectually and emotionally. By using real-word scenarios, challenges, and problems, students gain useful knowledge and skills that are honed during the designated project. The goal of using complex questions or problems is to develop and enhance student learning by encouraging critical thinking, problem solving, teamwork and self-management. The project's proposed question drives students to perform their own research, make their own decisions, and review their own and fellow students' process/projects. Students find resources, develop project timelines, and learn to overcome obstacles, and have the opportunity to publicly display their work. Displaying their projects in public gives the students the chance to grow their public speaking and presentation skills while explaining their project's outcome to individuals outside the classroom.

BUMI's program is committed to teaching students the interconnectedness of different subjects and the world around them. Through STEAM+PBL curriculum, students can learn contextually, not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

BUMI leverages the strengths of both STEAM and PBL to engage students in rigorous learning and problem solving. STEAM education goes beyond just the course content to immerse students in the

process of becoming scientists, mathematicians, engineers, artists, and technological entrepreneurs. BUMI is a STEAM school that utilizes PBL as our instructional delivery mechanism. By integrating STEAM and PBL, we will empower students to take ownership of their education.

3. Personalized Learning

Children grow and develop at different rates in different skill areas. Learning must be personalized, meaningful, and relevant to students, as well as differentiated to each student's unique background, skills, and social-emotional needs. At BUMI, we recognize and value these differences and plan to differentiate instruction so that all students' needs are met. Teachers at BUMI will use a variety of techniques to differentiate instruction throughout the curriculum.

To meet every student's needs, teachers will use flexible grouping, which can be based on assessment data, interests, learning preferences, or specific learning objectives. Grouping will be interwoven with whole group instruction and independent work.

In addition to flexible grouping, we plan to incorporate blended learning through the use of technology. Blended learning involves leveraging technology to afford each student a more personalized learning experience, including increased students control over the time, place, path and/or pace of learning. Students will rotate between focused small group instruction with the teacher, leveled group work with peers and the computer/tablet for individual practice. Computers and tablets will be used as the learning tools for conducting research, communication and production.

As appropriate, BUMI will use Google education accounts for students and staff. Students and teachers will build learning and teaching portfolios in the Google drive that will be built from year to year.

Successful implementation of this approach will require that teaching staff have a thorough knowledge of child development and instructional techniques. The BUMI model will include teacher support for differentiation through professional development and collaboration time.

In addition, students who may need additional support have access to the Student Success Team (SST) process and can put in place a 504 Plan or Individual Education Plan (IEP) for students who qualify.

4. Whole Child Approach

BUMI is dedicated to providing our students a well-rounded education and to nurture each student intellectually, socially, emotionally and physically. We will offer these approaches to our students, helping them to reach beyond themselves to achieve their full potential:

- Cognitive-intellectual activity
- Creative-intuitive activity (the arts)
- Social-emotional learning (SEL)
- Structured physical movement and unstructured, self-directed play
- Engagement with nature and community
- Life skill teaching

Social-Emotional Learning

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programs improve student competency in a number of areas: increasing self-awareness, self-management, social awareness, relationship skills and responsible decision making. SEL programs help children acquire the skills necessary to initiate friendships, resolve conflicts respectfully, make ethical and safe life choices, and contribute to their community in constructive ways. Many different risky behaviors (e.g., drug use, violence, bullying, and dropout) can be prevented or reduced when a multi-year, integrated SEL curriculum is employed.

Integrating social-emotional skills into the academic program helps to create an environment where the mind is receptive to new information, and is free to evaluate and use that information in new and creative ways. “From the perspective of neuroscience, optimal learning environments reflect an internal brain state well attuned to learning,” writes psychologist and author Daniel Goleman. “The emotional centers of the brain are intricately interwoven with the neuro-cortical areas involved in cognitive learning.”

Positive and nurturing environments are important to healthy brain growth (Catherwood D. 1999). Stressful environments cause us to produce a hormone (cortisol) that can reduce brain cells and neural connections (Docket, S & Perry, B. 1996).

The relationship between teacher and students also helps to create a positive learning environment. Students learn best when teachers help them develop an awareness of their abilities and challenges, inspire them to value their unique talents, and encourage them to persevere and strive for mastery. Caring teachers create a student-oriented learning culture, and positively impact students’ sense of self and ability to grow.

Physical Education

BUMI will build competencies in personal and collective safety and health including physical activity and exercise, nutrition, personal health skills, and collaborative play and team sports for healthy bodies and minds that promote outstanding academic achievement for every student. BUMI students are a part of the Oak Meadow Elementary School and the Rolling Hills Middle School and as such will participate in the physical education and team sports programs at the school sites.

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5. Family/Community Involvement

Thirty years of research confirms that family involvement is a powerful influence on children's achievement in school (Eagle, 1989; Henderson & Berla, 1994; U.S. Department of Education, 1994; Ziegler, 1987).

A 2002 report by the Southwest Educational Development Laboratory, which synthesized research on parental involvement over the last decade, found that “regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores and enroll in higher-level programs.
- Be promoted, pass their classes and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.
- Graduate and go on to secondary education.” (Henderson and Mapp, 2002)

BUMI believes that family is a critical factor in education and we will strive to build an intimate environment between school and community. BUMI has established a Parent/Teacher Organization (PTO) to promote family involvement. Parents at BUMI will be provided with opportunities to learn how to best support the success of their children. The PTO will deliver workshops of interest to the whole school community such as Bullying, Internet Safety, etc. Furthermore, each grade level team will design and facilitate a variety of events over the year that focus on grade-specific content, which could include mathematics and literacy nights, student performances and exhibits of student work.

Parents will be encouraged to volunteer at school events and activities. Examples of parent participation include, but are not limited to: volunteering in the classroom, technical assistance, preparing materials at home, providing language support for other families, supervising field trips, helping with school-wide events, gardening, and serving as a liaison to community groups. Family participation in educational activities will enable teachers to more easily and effectively differentiate their instruction. And family participation in social events will help parents to learn about opportunities in the community to enrich their child’s life and learn along with their children. Although parent volunteering is highly encouraged, it is not required for a student to be enrolled in BUMI.

Through their participation, BMCS families will also help create a school culture that values the contributions of each of its members, where all help one another, and where the entire community is committed to the welfare of all of the children in their care.

Educated person in 21st century

The world is changing at an unprecedented rate due to technology development and the increasingly global nature of our society. Many fundamental characteristics of a well-educated person remain, but the level of competency required is higher than ever before.

An educated person in the 21st century must have a foundation of basic skills, concepts, and knowledge in math, science, literature, history and art, as wells as the ability to think critically, reason logically, explore creatively, and communicate and collaborate with other people. This will require students to develop strong academic skills as well as self-regulation, intellectual curiosity, creative problem solving, moral reasoning, and compassion.

Furthermore, an educated person in the 21st century is multilingual, technologically competent, a lifelong learner, has a global perspective, and is enthusiastic about acquiring new knowledge and applying it to

novel situations. S/he is self-motivated and able to make informed life decisions based on awareness and understanding of all of life's possibilities. S/he is an active citizen in the community who is open-minded and values multiple perspectives and diversity.

Technological competency means using a variety of technology tools for analysis, communication, and presentation. These tools, coupled with knowledge of history, provide the ability to process and evaluate the changes encountered.

Having a global perspective means learning more than one language and learning about other people in our word, while thinking with a critical mind. According to AB 815 (2011):

- The study of world languages in elementary and secondary schools should be encouraged because it contributes to a pupil's cognitive development and to our national economy and security.
- Proficiency in multiple languages is critical to enabling California to participate effectively in a global political, social, and economic context, and in expanding trade with other countries.
- The demand for employees to be fluent in more than one language is increasing both in California and throughout the world.
- The benefits to employers in having staff fluent in more than one language are clear: access to an expanded market, allowing business owners to better serve their customers' needs, and the sparking of new marketing ideas that better target a particular audience and open a channel of communication with customers.
- It is the intent of the Legislature to promote linguistic proficiency and cultural literacy in one or more languages in addition to English and to provide recognition of the attainment of those needed and important skills.

The educated person has an appreciation for knowledge and views lifelong learning as an activity that is essential to keep pace with the constantly changing world. It is the goal of BUMI to enable students to become self-motivated, competent, and lifelong learners.

The key skills BUMI are cultivating are problem-solving, critical thinking, creativity, innovation, collaboration, communication, civic responsibility, and cultural awareness. We will also instill the key traits of curiosity, perseverance, and compassion. Finally, in order to prepare our students to be 21st century leaders, they must also be able to work on long-term projects that involve innovation, authentic performance tasks, and real-world activities and interactions.

Curriculum and Instructional Design

The unique features and structure of the BUMI's instructional strategies and curriculum outlined in this section are designed to maximize the learning opportunities of all students across a broad spectrum of abilities. BUMI will provide a productive, safe, nurturing, and enriching learning community in which

children, parents, and teachers of different backgrounds, abilities, and needs work and learn together successfully.

Instructional Approach

The educational program at BUMI will utilize instructional practices that have been proven to promote student achievement. At BUMI we expect our teachers to be well-informed, reflective practitioners. The foundations of our educational model will be based in immersion, differentiated instruction, guided language acquisition design (GLAD), project-based learning, technology integration and specialized language acquisition strategies. It will be driven by standards, including the California State Standards, and grounded in research and best practices.

In order for students to master all of the skills and content of the BUMI educational program, as well as develop into capable global citizens, they must be able to work independently, as well as collaboratively. Learning must be personalized, meaningful, and relevant to students, as well as differentiated to each student's unique background, skills, and social-emotional needs.

Immersion

The BUMI program is designed around an Immersion model, which is a specific type of language immersion education that creates an additive bilingual experience in which students are able to acquire a second language similar to the way they acquired their first language. In language immersion models, content area subject matter is taught through the target language, thus increasing efficient acquisition of the target language and subject matter. Research also indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering subject matter content, as well as mastering their native language (Met, Myriam. 2004).

In a language immersion model, two languages are used for instruction (i.e. in this case, English and Mandarin), with at least 80% of instruction in the second language and a student body that represents a mix of primary languages. Students are integrated throughout the school day regardless of primary language. As a result, students have the opportunity to simultaneously serve as first language models as well as second language learners, thus mutually enhancing their learning environment.

Students learn both academic content and literacy in English and the second language. Lessons are not repeated in one language after the other, but skills and knowledge taught in one language are reinforced in the other language through thematic teaching and attention to cross-linguistic development. Immersion programs strive to promote bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.

The proportion of instruction in Mandarin and English will shift gradually over the course of a student's experience at BUMI. BUMI will use the 80-20 model, which means Transitional Kindergarten students will spend 80% of their daily instruction exclusively immersed in Mandarin Chinese, and 20% will be delivered in English. This early language acquisition strategy is critical because Mandarin Chinese is a tonal language with a logographic writing system, not based on the Latin alphabet. It is important to start learning

it at a young age when children are developmentally attuned to distinguishing tonal and visual variations. A 80-20 immersion model provides more contact hours for English speaking students to achieve proficiency.

In the following years, the percentage of instructional time in Mandarin and English gradually shifts, so that by the time students reach 6th grade, they are spending 30% of their time in Mandarin and 70% in English. Subjects taught in Mandarin will be taught by bilingual teachers with native proficiency in Mandarin. Subjects taught in English will be taught by teachers with native English proficiency.

The following table provides an approximate breakdown of instructional time by language and subject (subject to change):

Grade	Mandarin %	English %	Subjects Taught Mandarin	Subjects Taught English
K	80%	20%	MLA, Math, Science, Social Studies, PBL, Art	ELA, Math, Science, Social Studies
1	80%	20%	MLA, Math, Science, Social Studies, PBL, Art	ELA, Math, Science, PE, Social Studies
2	70%	30%	MLA, Math, Science, Social Studies, PBL, Art	ELA, Math, Science, PE, Social Studies
3	60%	40%	MLA, Math, Science, Social Studies, PBL, Art	ELA, Math, Science, PE, Social Studies
4-5	50%	50%	MLA, Math, Science, Social Studies, PBL, Art	ELA, Math, Science, Social Studies, PE
6-8	20-30%	20-30%	Social Studies, Mandarin	Social Studies, Mandarin

Differentiated Instruction

BUMI will personalize learning using various approaches, depending on age group and skill level. Differentiated instruction is an approach that will be incorporated into core subject areas. Teachers will use a variety of techniques to differentiate instruction throughout the curriculum. In order to meet every student's needs, teachers will use flexible grouping, which can be based on assessment data, interests, learning preferences or specific learning objectives. Grouping will be interwoven with whole group instruction and independent work.

In addition to flexible grouping, the curriculum will also incorporate blended learning through the use of technology.. Students will rotate between focused small group instruction with a teacher, leveled group work with peers and the computer for individual practice. Computers and tablets will be used as a tool for research, communication and production.

The role of the teacher will be to design learning environments that allow students to move at their own pace toward competency in key topics in literacy and numeracy. Students who are struggling will get additional support through small group instruction and additional individual conferencing. The BUMI curriculum allows students to learn core skills using a combination of whole group, small group, one-on-one and customized independent learning.

Successful implementation of this approach will require that teaching staff have a thorough knowledge of child development and instructional techniques. The BUMI model will include teacher support for differentiation through professional development.

Guided Language Acquisition Design (GLAD)

Project GLAD (Guided Language Acquisition Design) is an effective instructional model for teaching English language development (ELD) and literacy. It is based on the extensive research-base of second language acquisition, brain research and effective literacy practices for second language learners. GLAD is a standards-based ELD instructional model that promotes high levels of academic language and achievement for students at all levels of English proficiency. Teachers will use backwards design to create content-based ELD units to motivate students in learning, make sure students have input (ways to make cognitively complex concepts understandable to students), promote guided oral practice (practice of key vocabulary and language objectives) and increase skills in reading/writing (modeled, shared, collaborative, guided and independent).

The focus and motivation component of the Project GLAD ELD instructional model consists of strategies designed to build background knowledge, motivate students, activate prior knowledge, and enhance academic language. The input component consists of various comprehensible input strategies that enable teachers to provide core content instruction to students at all proficiency levels in a comprehensible and understandable way. The guided oral practice component provides multiple comprehensible output strategies designed to promote the development of academic language. The reading and writing component highlights effective reading and writing strategies that can be taught whole group through teacher modeling, small group cooperative team opportunities, small group teacher-led instruction, and independent activities. By adopting the GLAD framework and teaching strategies, BICS will create effective literacy practices for all learners in both Mandarin and English.

Project-Based Learning

Project-based learning will help students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge. They will engage in long-term, “real-world,” collaborative, interdisciplinary learning experiences that will culminate in authentic products such as a letter to a local environmental protection agency or a public announcement delivered to the whole school. Through this approach, learning becomes meaningful and purposeful.

BUMI students will engage in project based learning in STEAM projects and Social Studies. The students will first be engaged in a big question about the way the world works and then take an assessment to understand the core skill gaps they need to fill to ensure they have the prerequisite skills to complete the larger project. The prerequisite skills are often linked to concurrent objectives in Mandarin Language Arts, English Language Arts, or Mathematics as a way of reinforcing, retaining, and enriching literacy and numeracy skills. Students will then work in teams to prepare and present a complete project.

Technology Integration

Technology will be used to enrich and improve student learning, enhance teacher effectiveness, develop meaningful assessments, and evaluate program impact. Students will have access to technology for research, analysis, communication, skill-building and self-expression. Technology is a tool for learning and we want our students to understand this, especially if they are accustomed to using technology for entertainment. We will encourage our students to use technology to research, collaborate, construct, create and present. At BUMI, all students will have choice in how they make their thinking and learning visible.

All students will participate as respectful and appropriate digital citizens in the community. All students will engage in learning through the phases of consuming, creating, curating, and connecting. BUMI will provide equitable access to technology to all students.

Our students will learn to use technology and digital media strategically and capably. Students will employ technology thoughtfully to enhance their listening, speaking, reading, writing, and language use. They will tailor their searches online to acquire useful information efficiently, and they will integrate what they learn through technology with what they learn offline. They will be familiar with the strengths and limitations of various technological tools and media and will have the opportunity to select and use those best suited to their communication goals.

BUMI recognizes the role of technology as a driving force that fuels innovation, and that makes human experiences increasingly less repetitive and tedious. Technology in learning is generally categorized as use of computers and the Internet. BUMI students will be learning typing skills beginning in the first grade and increasingly learn with technologies integrated with the core subjects.. Technology projects in these programs will integrate core subject themes and topics. For example, students may create a math game on a chromebook that addresses math-learning challenges and practice the game with classmates or their target users in the lower grades.

Specialized Language Acquisition Strategies

Teachers may use a variety of techniques to assist with language acquisition, such as Total Physical Response (TPR) using body language and facial gestures. Teachers will build on foundational knowledge, using it along with context to convey meaning. They may initially use language with more simplified syntax, speak more slowly, emphasize key vocabulary, and both extend and expand students' limited utterances. As students progress in the language, teachers will expand the ways in which they make themselves understood, using paraphrase, exemplification, and literacy as tools for building language. Most importantly, students will gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom, a key concept noted in Steven Krashen's language acquisition theory, which states that "Acquisition requires meaningful interaction in the target language - natural communication."

Curriculum Design

BUMI will offer a curriculum that is aligned with California State Standards for English Language Arts, Math, Science, and Social Studies and will also include other subjects that are essential to a healthy and well-

rounded life: Physical Education, Health, and Visual and Performing Arts. For subjects taught in English, BUMI will use texts and materials adopted by the Buckeye Union School District and the California State Board of Education. For subjects and grades taught in Mandarin, BUMI will adapt and align grade-appropriate and linguistically accessible Mandarin Chinese teaching materials.

BUMI has budgeted for our teachers or translators to translate US texts and create reading materials to develop a set of core curriculum that fits the learning needs of our students. Curriculum from existing Mandarin Immersion programs may also be used. BUMI continually seeks to collaborate with other Mandarin Immersion programs and networks to share and source curriculum materials (e.g. Yu Ming Charter School, Azevada Elementary School, Stonebrae Elementary School, San Francisco Unified School District, Chinese American International School, and the Mandarin Institute.)

Because students are learning some content standards through a new language, curriculum adaptations (of both instructional strategies and resources) are used to make it linguistically accessible without diluting or lowering standards. While some curriculum materials may be available that are already appropriate to student needs, other materials require that adaptations be done by the teachers with the assistance of consultants as needed. In this curriculum adaptation process, which is typical for immersion classrooms, the teacher will:

1) Consult the curriculum guide to identify unit goals and objectives, listing key concepts related to unit goals and objectives and identify how mastery will be measured.
2) Identify language (e.g., structures, expressions, key vocabulary) required for curriculum learning.
3) List instructional experiences that will help students attain learning objectives and how materials will support those experiences.
4) Rewrite text to make it comprehensible by:
    - Using simpler structures and shorter sentences.
    - Emphasizing key terms through boldface or highlighting
    - Finding or creating pictures, diagrams, charts, and graphic organizers to assist students in defining key terminology
    - Identifying other elements that will help students comprehend key terminology or phrases with multiple examples, paraphrases, re-statements of key ideas, synonyms, antonyms and definitions.

BUMI's Principal is responsible for ensuring that the curricula, in both languages and at all grade levels, supports students and teachers in achieving the school's goals. The Principal, in collaboration with the teachers and in consultation with advisors from more established immersion programs, will lead the process of selecting, adapting, and developing curriculum materials. As we pilot our curriculum, we will closely evaluate its effectiveness by observing the performance of our students and the experience of other Mandarin immersion schools.

Teachers at BUMI will meet weekly during early release days to review the students' achievement results and a variety of other metrics. Criteria for curricula selection include, but are not limited to:

- Suitability for use in an immersion Mandarin-English environment;
- Alignment with BUMI's overall language fluency goals and at each grade level;
- Alignment with the Common Core State Standards, the Next Generation Science Standards, and the ACTFL foreign language standards;

- Integration of valid and reliable assessments (both formative and summative);
- Cultural competency and cultural relevance for diverse students in the District;
- Availability of high quality professional development;
- Compatibility with the variety of teaching strategies used at BUMI; and
- Affordability (including both one-time and annual costs).

The selection process for new materials includes review of teacher guides and student materials (both digital and print), consultation with subject matter experts, reference checks with other language immersion schools and programs, review of research (if available), and piloting in the School.

Mandarin Language Arts

Research shows that in addition to language immersion, there is a need for formal instruction in the target language to achieve native-like fluency and grammar. Mandarin Language Art curriculum will be designed by the trained teachers to meet the NCSSFL-ACTFL Foreign Standards 5Cs - Communication, Cultures, Connections, Comparisons and Communities.

The Mandarin curriculum in BUMI uses **traditional characters**, **simplified characters** and **Pinyin** including:

- Explicit language instruction to read and write Chinese characters
- Correct form and stroke order for writing in Chinese
- Teaching the basic components of Chinese characters and radicals
- Content-based instruction
- Real-life opportunities to use Mandarin and explore Chinese culture

The BUMI program will seek to develop listening, speaking, reading and writing skills in Mandarin for all students. Subjects taught in Mandarin will be taught by bilingual teachers with native or near-native proficiency in Mandarin and preferably have their Bilingual Authorization/Bilingual, Crosscultural, Language, and Academic Development (BCLAD) certificate. Benchmark assessments will be implemented to monitor and evaluate student progress and to modify teaching and learning needs.

The trained teachers at BUMI will use NCSSFL-ACTFL Can-Do Statements as learning goals to design curriculum and units. Can-Do Statements serve as performance indicators for language learners. They are a learning-goals checklist used to assess what students "can do" with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and are organized into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

The NCSSFL-ACTFL Can-Do Statements mirror much of what is addressed in the California State Standard (CCSS) for English Language Arts (ELA) and Literacy. Learning another language, just like learning one's native language, involves learning to listen, speak, read, write, comprehend, communicate,

and use the conventions of language. The Common Core Anchor Standards for ELA and Literacy define the skills learners should demonstrate to be college and career ready. Similar college and career readiness performance is described in the Can-Do Statements and Advanced and Superior levels. Whereas the California State Standards for ELA and Literacy are scaffolded by grade level, the NCSSFL-ACTFL Can-Do Statements are organized by proficiency level. Both the State Standards for ELA and Literacy and the NCSSFL-ACTFL Can-Do Statements are based on an integrated approach to literacy across content areas, with a focus on performance and an understanding of multiple perspectives and cultures. BUMI's goals in Mandarin Language Arts that we expect students to achieve for grades 1-8 using NCSSFL-ACTFL Can-Do statements are shown below:

Grade	Listening	Speaking	Reading	Writing
1st	Novice Mid	Novice Low	Novice Low	Novice Low
2nd	Novice High	Novice Mid	Novice Mid	Novice Mid
3rd	Intermediate Low	Novice High	Novice High	Novice High
4th	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
5th	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
6th	Advanced Low	Intermediate High	Intermediate High	Intermediate High
7th	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
8th	Advanced High	Advanced Mid	Advanced Mid	Advanced Low

In Chinese, teachers will have opportunities to create class books, teacher-made big books and individual books to increase the learned Chinese characters, phrases and sentence patterns. Students will take ownership of the books they make and enjoy reading them. Chinese character components and radicals will be gradually introduced to build the foundation for concepts of print in Chinese. Students will develop more vocabulary and character recognitions once they have instilled a strong foundation of Chinese character components and radicals. Using the basic character components and radicals, students will build more complex Chinese characters in reading and writing. Teachers will create extensions, tasks and projects based on topics/lessons of Chinese texts.

BUMI teachers will teach basic stroke orders and Chinese character components to help students learn the natural graphic of Chinese characters. We will start teaching high frequency Chinese characters and provide learning opportunities for students to learn Chinese characters, phrases and sentences in different contexts. Students will be exposed to the concepts of print in both English and Chinese. Teachers may create chanting, songs and movements to help students learn the print concepts of Chinese language and stroke orders.

Various GLAD strategies will be used to teach Chinese. We will use cognitive content dictionaries, exploration reports, observation charts, teacher-made big books, inquiry charts and awards to motivate students in learning Chinese. We will use pictorial, comparative and narrative input to increase the input register to learn Chinese characters, phrases and sentence patterns. To promote guided oral practice, we will use chants and sentence pattern charts. For reading and writing, we will adapt cooperative strip paragraphs, team tasks, process grids, expert groups and story maps to make reading and writing meaningful and accessible to students.

Developing an understanding of the Chinese cultural context is important for an understanding of the Mandarin language. We will teach Chinese proverbs and poetry, the art of Chinese calligraphy, Chinese music, and Chinese art for both Mandarin language development and to learn about Chinese culture.

We expect our students will achieve mastery at no less than one grade level below a corresponding student in China in reading, writing, listening and speaking Mandarin. We will exceed World Language Content Standards for California Public Schools, 2009. Our overarching goal for Mandarin Language Arts is to attain near-native proficiency in Mandarin by 8th grade.

English Language Arts

Developing strong literacy skills is critical to students' success in school and beyond. At BUMI we will provide a comprehensive curriculum that includes opportunities for students to practice and improve reading, writing, listening, and speaking skills. Emphasis will be placed on using literacy skills for authentic purposes. Research has consistently shown that students who spend more time actually reading and writing in school become better readers and writers (Allington, R., & Cunningham,P. 2002).

Due to the nature of our Mandarin immersion curriculum, students will have limited English language arts time in the early grades. Therefore, we will be highly strategic and focused with our time and will implement a rigorous literacy program beginning with a strong focus on foundational skills (i.e., concepts of print, phonemic awareness, phonics, word study, etc.). Although students in an immersion program may initially lag behind their monolingual peers in English language development, studies have repeatedly confirmed that immersion students eventually perform as well as, or better than, their monolingual peers.

At BUMI, we will take a balanced approach to literacy instruction. The curriculum will be based on the California State Standards for English Language Arts, 2010 and the English Language Arts/English Language Development Framework for California Public Schools, 2014. Instruction will include lessons on developing fluency, comprehension strategies, critical analysis, reading deeply, close reading, and academic vocabulary. Students will be exposed to a variety of genres and increasingly complex text. Student reading levels will be assessed at the beginning, middle, and end of the year. Reading level assessments will be used to help students choose independent reading books and for teachers to plan guided reading lessons. The reading program is designed to instill a love of reading and will include the following components:

- **Independent Reading**: Every day, students will engage in independent reading. To become proficient readers, students must read a variety of text at an appropriate level. Through whole class and small group instruction, teachers will teach students how to choose appropriate independent

reading material and to monitor their own comprehension. During independent reading time, teachers may be engaged in one-on-one reading conferences and/or work with small groups.

- **Strategy Workshops/Mini-Lessons**: In the workshop/mini-lesson format, teachers will lead students in developing comprehension strategies and fluency. Depending on the grade level and needs of the students, mini-lessons may include think-alouds, shared reading, and interactive read-alouds.
- **Literature Study**: Throughout the course of the year, students will read a variety of literature and engage in literary analysis. They will study the conventions of different genres and learn different ways of approaching fiction and nonfiction.
- **Guided Reading**: In the primary grades and as an intervention in the upper grades, teachers will lead Guided Reading groups. These groups will pull together students to work on specific word attack and fluency skills.
- **Word Work**: Lessons in word work focus on phonemic awareness, phonics skills, word attack skills, spelling, vocabulary and concept development. Word Work lessons will engage students through multiple modalities. The structure of these lessons will vary by grade level.

The writing curriculum at BUMI will be based on the California State Standards. Writing instruction will focus on the three text types as outlined in the California State Standards, expository, narrative and opinion writing. Teachers will guide students through the writing process of prewriting, writing multiple drafts, feedback/revision and publication so that students produce writing that is coherent, organized and appropriate to the task, purpose and audience. Students will have opportunities to write across genres in content-based units and in writer's workshops, and they will produce numerous pieces over short and extended time frames throughout the year. Writing instruction at BUMI will include the following components:

- Direct Instruction/Mini-Lessons
- Table group conferring, small group/skill-set conferring and one-on-one conferring sessions
- Shared Writing Experiences (particularly in the primary grades)
- Partner and Small Group Work

Mathematics

At all grade levels, BUMI students will be engaged in challenging, hands-on mathematics activities. Developing mathematical understanding and skills is crucial to academic success. At BUMI we hold high expectations for all students in mathematics development and will provide the support necessary to reach these expectations.

The curriculum will follow the Mathematics Framework for California Public Schools, 2013, the California State Standards for Mathematics, 2013, and the principles and standards set forth by the National Council of Teachers of Mathematics (NCTM).

In its Principles for School Mathematics, the NCTM states, "Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge." Our mathematics curriculum will emphasize conceptual understanding of important mathematical ideas and mathematical reasoning. We will achieve this through a cohesive mathematics curriculum that incorporates hands-on activities and helps students see connections between concepts and real-life applications. Basic skills such as number facts will be taught as well, but with an emphasis on conceptual understanding. To this end, we will use Buckeye Union School District adopted Mathematics Curriculum to help students understand the

"why" behind mathematics concepts, by teaching mathematical concepts from concrete, to pictorial, and finally abstract.

Mathematics units will begin with hands-on activities. Instruction will emphasize the use of mathematical language and reasoning while involved in problem-solving. For example, as part of a unit on volume and surface, students will progress through a series of problems using unit cubes. They might begin by building rectangular prisms with an assigned number of cubes. Next, the teacher might present a series of problems using the cubes. These problems would be differentiated according to student ability. Using pre-assessments, teachers would identify students with an advanced understanding of volume and those who may need additional support. More advanced students might be presented with more complex shapes or more complex numbers. Students needing additional support might have simpler problems or be assigned to work with the teacher in a small group for part of the session. After the students have had opportunities to experience the concept, the symbolic representation of Volume = Length x Width x Height would be introduced.

Subsequent classes will further hone their understanding through more specific practice. Lessons will typically begin with a brief mental mathematics warm-up. The teacher may post a mathematics problem such as 23 x 29, which students work on for a few minutes independently. Then, the class would discuss all the ways they could solve the problem, in addition to the standard algorithm. This type of mathematical talk works to develop mathematical reasoning skills. For the rest of the lesson, students will be engaged in whole class, small group or individual work. For example, during the unit on volume and surface area, the class might have a menu of activities designed to reinforce and extend their conceptual understanding. The teacher would post the activities that students are responsible for completing over the course of a week. The activities would include computation, problem solving and writing. While students are working on the mathematics menu activities, the teacher would work with small groups or individual students who need additional assistance or challenge activities.

Teaching will be differentiated to account for the variety of mathematical experiences and skills in a typical classroom. Pre-assessment and ongoing assessment will be crucial in making sure that every student is suitably challenged and receives the support s/he needs. Differentiation techniques may include flexible grouping based on skill level and assigning different levels of activities in the mathematics menus. Although fundamental mathematics skills are taught during stand-alone mathematics lesson time, we expect mathematics to be integrated into other aspects of the curriculum, particularly during STEAM project-based learning time

Science

The science program at BUMI aims to raise the scientific literacy of our students. Scientific literacy incorporates the knowledge and understanding of scientific concepts and practices. To attempt to solve the complex problems of the 21st century, a high level of scientific literacy is essential.

The science program will be based on the Next Generation Science Standards for California Public Schools, 2013; Science Framework for California Public Schools, 2004; and the California State Standards for English Language and Literacy in History/Social Studies, Science and Technical Subjects. Four themes will guide the composition of lessons:

- Scientific investigations using a variety of methods;

- Scientific knowledge based on empirical evidence;
- Scientific knowledge that is open to revision in the light of new evidence; and
- Science models, laws, mechanisms, and theories that explain natural phenomena.

The science curriculum will be integrated within an interdisciplinary framework of units and themes while building upon the State Standards. Science learning will involve reading, writing, and speaking about scientific phenomena, engineering practices, and the social implications of scientific and engineering practices.

Students will be involved in inquiry-oriented investigations that aim to solve real-world problems. They will develop an understanding of the nature and process of scientific investigation. The science curriculum will be integrated during STEAM project-based learning time, and will include reading and writing during English Language Arts and Mandarin Language Arts.

Social Studies

The Social Studies curriculum will build awareness and develop analytical, social, and empathic skills, so students learn to make informed and rational decisions for personal growth and the public good in the context of a culturally diverse, democratic society and interdependent world. Content will be based on the State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, and History-Social Science Content Standards for California Public Schools, 1998. Instruction will develop students' growing understanding of their community and the world by following the History-Social Science Framework for California Public Schools, 2005. The Social Studies content will be integrated into Mandarin and English Language Arts. Lessons will draw from disciplines in the social sciences, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. Students will learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of perspectives.

STEAM+

With integrated curriculum that blends visual and performing arts with science, technology, math, and engineering, BUMI program will offer a well-rounded education to every student and teach students about the interconnectedness of the world around them. Our STEAM and PBL curriculum will be aligned to the Next Generation Science Standards. STEAM project-based learning will integrate the STEAM disciplines and subjects into one meaningful project. Students will not only gain a deeper conceptual understanding of the material, but also have authentic opportunities to apply their learning to solve real world problems.

Physical Education

Physical Education content will be based on the Physical Education Model Content Standards for California Public Schools, 2005. We will implement the standards by using the Physical Educational Framework for California Public Schools, 2009. The objective of the Physical Education and Health program at BUMI is for students to develop life-long habits of building physical strength and dexterity. Physical Education develops students' awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or

help with focus. Physical Education activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

Health

We will include content from the Health Education Content Standards for California Public Schools, 2008 and follow the Health Framework for California Public Schools, 2002. Students will focus on the importance of nutrition and physical activity while also addressing physical growth and development, as well as mental, emotional and social health.

Visual and Performing Arts

Visual and Performing Arts are integrated throughout the curriculum. Content will be based on the Visual and Performing Arts Content Standards for California Public Schools, 2001. We will implement the standards by using the Visual and Performing Arts Framework for California Public Schools, 2004. The Arts provide a multi-sensory, multi-modality way for students to access and interact with the core subject areas. Additionally, students will be encouraged to use the arts as a way to communicate their understanding and learning. For instance, students may develop a theatrical piece as the culmination of a unit studying an historical event. In addition, students will have weekly lessons in the visual and performing arts. In these lessons, students will experience multiple ways of molding ideas and communicating through art. Students will be encouraged to express their creativity, feelings, and imagination through various art forms.

Staffing

BUMI uses a variety of different staff schedules to accommodate the shift in teaching time in each language, and ensure that native speakers are teaching each subject as scheduled. For lower grades (TK-5), Mandarin teachers will serve as classroom teachers, while English teachers are staffed with a credentialed teacher (i.e., the teacher rotates through each class, giving the regular classroom teacher time to plan, grade assignments, etc.) In grades 6-8, English instruction time will be 70%, therefore English teachers will serve as regular classroom teachers, while Mandarin teachers will be staffed as teacher associates supporting multiple classes. All teachers will be fully credentialed.

Professional Development

Teacher training and support are critical to the successful implementation of the BUMI program. In order to execute our vision and mission, our teachers must be innovative and well versed on new and best practices in education. BUMI will provide meaningful and sustained professional development opportunities for teachers and staff in the areas of curriculum, assessment, instruction and classroom management.

The plan will include but not be limited to the following areas: language education, curriculum review, curriculum mapping, teaching strategies, classroom management, teaching and classroom technologies, special education, safety and health issues and any other topic that may be identified. Professional development will be on-going and built into the school calendar.

Proposed Schedule and Calendar

School Year

BUMI's academic calendar will be the same as the Buckeye Union School District and will comply with the minimum annual instructional minutes requirement set forth in Education Code Section 47612.5. The proposed school calendar for 2026-2027 will include 180 instructional days and 5 teacher work days. On teacher work days and after school time of early release days (Wednesdays), teachers will focus on professional development as detailed in the Professional Development section of this charter. The calendar may be modified to coordinate with BUMI priorities and professional development partners and will not constitute a material revision to this charter.

Daily and Weekly Schedule

The Charter School's day will be the same as any student within the Buckeye Union School District, with the exception of kindergarten. Kindergarten is projected to be about 60 minutes more instruction each day than students in the traditional program. BUMI's extended Kindergarten school day and increased instructional minutes will ensure enough language exposure time for both English and Mandarin and further our students' academic achievement.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned to the Eight State Priorities" in **Element 2** of the charter for a description of BUMI's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Plans for Special Populations

BUMI is dedicated to meeting the needs of every student regardless of background. All BUMI students will be assessed by teachers and programs at the beginning of the year, at regular intervals during the school year, and at the end of each school year. Based on assessment results, special student populations will be provided with strategic improvement plans.

Serving Academically Low-Achieving Students

Assessment and Identification

All BUMI students will be assessed by teachers and programs at the beginning of the year, at regular intervals during the school year, and at the end of each school year. For English language arts, this assessment may include the iReady assessment and a writing sample. For mathematics, each student will complete a baseline mathematics assessment such as iReady based on the previous grade's mathematics

standards. In addition, we will review data from the California Assessment of Student Performance and Progress (CAASPP) from the previous year if available. Throughout the year, teachers will also assess students through informal measures, such as standards-based checklists and observations, as well as formal methods, such as writing rubrics, standards-based tests, and quizzes.

Students will be considered academically low-achieving based on the following criteria:

- Scoring Standard Not Met on the Mathematics and/or English language arts portion of the Smarter Balanced Assessments.
- Performing significantly below their grade level peers on BUMI's standards-based mathematics assessments.
- Performing significantly below grade-level peers on the reading assessments.
- Performing significantly below grade-level peers on writing samples.

Family Notification

The classroom teacher will contact the parents of low-achieving students to discuss student performance and strategies for improvement. Conferences will be held for all families to discuss student progress and set informal learning goals. Progress towards these goals will be communicated through regular progress reports to parents and administrative staff. Parents of at-risk or low-achieving students are included in the development of strategies to meet the specific needs of the student.

Intervention

Low-achieving students will be fully integrated into the entire student body. BUMI's engaging and active educational program is designed to accommodate a full range of performances including low-achieving students. Specific practices that support low-achieving students include:

- Differentiated instruction and flexible grouping allows students to work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. Activities are differentiated so that students who are ready can move on while others that need more time on a topic are given extended instruction time.

- Hands-on, integrated curriculum provides concrete experiences to scaffold learning for at- risk students. Students have opportunities to follow their interests and connect their previous knowledge to new concepts. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, giving them a strong base for adding and retaining new knowledge. Concrete learning experiences at every grade level give at-risk students opportunities to learn in a variety of modalities, helping them eventually to identify the learning strategies that work best for them.

- All students have opportunities to take the leader and follower roles in cooperative activities, allowing at-risk or low-achieving students to build self-confidence.

- Further support for such students includes intervention programs, such as intervention class and student success teams.

Monitoring Progress

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessment and benchmark assessments. If intervention supports do not lead to sufficient progress, a Student Success Team (SST) will be convened to consider alternative intervention strategies. This team will be made up of the classroom teacher, parents, the Principal or designee, and other support providers. The team will discuss observed strengths and areas of concern, and brainstorm interventions. The team will designate a period for monitoring the student's progress after which it will reconvene to evaluate the effectiveness of the interventions. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services will be taken.

Serving Academically High-Achieving Students

The nature of our dual Immersion program itself offers challenges to all students because they are learning a second, or in some cases, even a third language. We are committed to the acceleration of learning for all students. At BUMI, students achieving above grade level in any academic area, possessing superior intellectual or leadership ability, will have opportunities for more challenging work and leadership roles within the classroom and school. The process for developing and monitoring these interventions will be similar to the process for low-achieving students.

Family Notification

The classroom teacher will contact the parents of high achieving students to discuss student performance and strategies for meeting the needs of high achieving students. Parents will be notified in writing and verbally, either in person or by telephone. Student progress will be monitored on an on-going basis through a combination of teacher observation, classroom assessment, and benchmark assessments. Classroom teachers will provide regular progress reports to parents and administrative staff.

Support strategies

BUMI will make efforts to work with students who are performing above grade level to ensure they are challenged and receive appropriate academic extensions within the classroom. Differentiated instruction will be provided. Flexible grouping allows students to learn and work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. Activities are differentiated so that students who are ready can move on to more advanced topics.

In addition, student strengths outside the core academic areas will be fostered and celebrated in the classroom. BUMI will provide differentiated educational experiences that maintain the interest and intrinsic motivation of advanced learners, to nurture their self-esteem, and to nurture social development. High-achieving students are given opportunities to work cooperatively to solve problems and to teach or lead a group in order to solidify concepts for themselves. All students have opportunities to be both a leader and a

follower in cooperative activities. This allows high achieving students to be both successful and challenged each day and builds a positive attitude toward school. Project-based learning provides opportunities for above-grade-level students to capitalize on their knowledge of a particular subject, but also to practice problem-solving ability and to use higher level thinking skills. These students need opportunities to work collaboratively on a problem and to make decisions about the direction of a project. Through broad themes students are given an opportunity to broaden their knowledge of big concepts, and to choose and follow a focus area in which they wish to learn more.

Activities designed with the multiple intelligences in mind provide opportunities for students to use their strengths and continue to develop other learning modalities, all in a risk-free environment. BUMI intends to encourage the intellectual, creative and leadership abilities of all of its students at every level of academic achievement through a variety of strategies, including differentiation strategies such as flexible grouping, tiered lessons/activities and a high level of questioning strategies.

Serving English Learners

Overview

BUMI meets the needs of English Learners through the core 80-20 Immersion model discussed in detail above. Most students will enter BUMI in Transitional Kindergarten or Kindergarten, which capitalizes on a child's optimal age for second language acquisition. In the Mandarin portion of the school day, non-Mandarin speaking students, regardless of their native language, will be starting from the same level of non-proficiency and all will benefit from the immersion strategies.

For students whose native language is neither English nor Mandarin, the instructional strategies used by immersion teachers are effective teaching techniques for making curriculum accessible to all students. For English Learners, the immersion model is ideal as it supports both Mandarin language learners and English language learners within academic classes and in supplemental settings. If a student with neither English nor Mandarin proficiency wishes to enroll, BUMI would assess the child's English proficiency and develop a plan for development of English language mastery.

BUMI will meet all applicable legal requirements for English Learners (EL) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. BUMI will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Students in all grade levels will have varying degrees of English proficiency and many will require ongoing support in English Language Development (ELD). We will implement research based instructional programs and strategies to meet the specific needs of English Learners.

Our ELD program will meet all applicable federal and state requirements for services to English Learners. Our program will address the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with EL students.

We will form an English Learner Advisory Committee (ELAC) if BICS enrolls 21 or more English Learners, according to Education Code Sections 52176(b) and (c).

Student Identification

Upon enrollment into the school, all parents will complete a home language survey (available in the language(s) spoken by the parents) to determine which languages are spoken in the home. The home language survey will ask families to identify: (a) the language the child first learned when s/he began to talk; (b) the language the child uses most frequently at home; (c) what language the parent/guardian most frequently uses when speaking to the child; and (d) what language is spoken most by the adults in the home.

Within 30 days of initial enrollment, we will assess the English proficiency of any student whose parents have indicated that English is not the primary language in the home. The English Language Proficiency Assessments for California (ELPAC) will be used to assess English proficiency. The ELPAC will be administered at least annually, until a student is re-designated as fluent English proficient. The school will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. In addition, we will attempt to get a fuller picture of the student's language profile. Through an additional survey and conversations with the student and parents, we will find out more about the languages spoken in the home as well as the student's literacy experiences in the home language. Research indicates that a child's fluency and literacy in the home language is an important factor when designing ELD instruction.

EL students who score above the established cut-off on the ELPAC will be reclassified from EL status and be considered English proficient. BICS will notify parents of ELPAC results within 30 days of receiving the test results from the publisher and the number of EL students will be reported to the state. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

Professional Development and Teacher Qualifications

BUMI is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. We will prioritize the hiring of teachers who have already obtained an English Learner Authorization (CLAD) certificate or a Bilingual Authorization (BCLAD) certificate. Promising teachers who are hired without CLAD certification at BUMI will be expected to obtain temporary certification by enrolling in a certification program and completing that program by the end of that academic year. We recognize and appreciate the particular needs of EL students and will continually evaluate our educational program with those needs in mind. As part of our continuing Professional Development program, teachers will be trained in a variety of ELD techniques and strategies including the Guided Language Acquisition Design (GLAD), and Specifically Designed Academic Instruction in English (SDAIE). This includes in-house, external professional development, as well as observation of peers.

Additionally, administrators and teachers will regularly discuss the needs and performance of our EL students during professional development days and weekly faculty collaboration meetings. We will share

best practices among our staffs and work as a learning community to brainstorm ideas to make instructional shifting to fit the needs of EL students in learning and support each other in any capacities.

Strategies for English Learners Instruction and Intervention

Our teachers will be trained to use GLAD and SDAIE strategies, and appropriate differentiated instruction to help students reach English language proficiency. English Learners (EL) will receive daily structured English Language Development (ELD) instruction. The goal is to develop English proficiency and to address the four domains (listening, speaking, reading and writing) of language development. During the ELD time, students are taught at their assessed level of English proficiency to ensure they develop a solid English language foundation and are continually challenged to stretch their ability or use language flexibly. Effective ELD instruction supports achievement in other content areas by teaching students the language skills to successfully engage in content learning (forms). It helps equip students with the language needed to express the sophistication of their thinking (function).

BIMCS will use the Systematic ELD Framework and curriculum to develop English proficiency. Teachers will make connections with content and make "input comprehensible." Systematic ELD instruction is part of a comprehensive program for English Learners and will be taught daily, during time specifically dedicated to ELD (as described above). It follows a developmental scope and sequence of language skills that includes substantive practice to ensure that students develop fluency and accuracy.

Systematic English Language instruction:

- Explicitly teaches language by assessed proficiency level.
- Emphasizes oral language development (listening and speaking) through carefully structured, purposeful and engaging interactions.
- Emphasizes application of language skills through reading and writing.
- Lays out a scope of sequence of grammatical forms and sentence structures needed to communicate for a range of functions.
- Teaches vocabulary for social and academic purposes moving from general to increasingly precise words.
- Provides ample oral and written practice for application of newly taught language in authentic contexts.
- Does not replace literacy or other content instruction, but rather equips English Learners with the language they 1) are not likely to learn outside of school; 2) will not be taught in any other content area; and 3) are expected to use every day for academic and real life purposes.

Students that are English proficient receive Mandarin Language Art (MLA) instruction during the time that their EL peers are receiving Systematic ELD instruction. ELs also receive ELA instruction with their peers in the self-contained classroom and extensions in their ELD class. Furthermore, as an immersion school, teachers will also utilize the model to provide Mandarin Language Development for our Mandarin Learners (MLs).

To become proficient in English, we have three primary goals for our EL students which are based on the overarching goals described in the ESL Standards for Pre-K-12 Students. Those goals are:

(1) to use English to communicate in social settings;
(2) to use English to achieve academically in all content areas; and
(3) to use English in socially and culturally appropriate ways.

Achieving these goals will be part of their development toward reclassification. School success requires that students acquire proficiency in interpersonal communication and academic language development.

At BUMI we will implement a structured immersion program for our EL students. The overarching structure of our plan for EL students will be based on the Guided Language Acquisition Design (GLAD) Model. Project GLAD is one of a handful of existing instructional models that aim to help teachers by providing differentiated strategies to integrate instruction in English and grade-level content in a heterogeneous, mainstream classroom. The core of the Project GLAD model consists of 35 instructional strategies within four component areas. All strategies include built-in opportunities for differentiated instruction so teachers can meet the needs of all students, whether ELs or native English speakers. This differentiation is especially important for ELs, given that one classroom may often include students at different stages of their language development (Crawford & Krashen, 2007; Krashen & Terrell, 1983; Gunderson, 1991; Peregoy & Boyle, 2001).

On-going Assessment: For all EL students, teachers will use a number of assessments to monitor progress. EL students will be observed in the classroom using a rubric modeled after the ELPAC. Teachers will also monitor EL student performance, particularly in language arts to ensure that they are not falling significantly behind their grade-level peers. In addition, the GLAD model includes methods for teachers to assess the effectiveness of lessons for EL students and ways to monitor comprehension informally.

Monitoring and Evaluation of Program Effectiveness

Evaluation of the program's effectiveness for ELs at BUMI will:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitor EL student advancement of at least one performance level per the ELPAC each academic year.
- Monitor student identification and placement.
- Monitor availability of adequate resources.

Reclassification and Monitoring

English Learners are reclassified as "fluent" when they have sufficient English skills to learn in a regular classroom without extra assistance and perform in academic subjects at approximately "grade level."

An English Learner must meet all of the following criteria to be reclassified from English Learner to FEP status:

- Overall proficiency levels of Early Advanced or Advanced on ELPAC with proficiency levels of intermediate or above in all three test components (listening/speaking, reading, and writing).
- Adequate performance on school progress report cards.
- Teacher recommendation and evidence of successful performance in reading and writing in the classroom.

Student progress is monitored annually. School level assessments, English Proficiency Reassessments using the ELPAC, and classroom data and observation are used to determine English language proficiency, and evaluate students' language growth and academic performance. Formative assessments to monitor students' ELD progress are given by teachers throughout the school year in listening/speaking, reading and writing.

Serving Students with Special Needs

Overview

BUMI believes that all students, regardless of special needs, given the appropriate support and accommodations are capable of thriving academically, socially, cognitively and emotionally in school. We aim to find the appropriate teaching strategies and motivation tools for students with disabilities. Our Special Education program is designed to meet the specific needs of students with challenges, and to do so in the least restrictive manner. We believe in the student's ability to fully participate within their general education classroom and remain with their peers, to the degree that educators and service providers see fit. A free, appropriate education ("FAPE") will be provided to students with an IEP based on their individual need. The special education team (the Principal or designee, special education teacher, general education teacher and/or other staff) will work together to determine the accommodations and modifications to help students achieve their full potential in the school setting.

Research indicates that children with language impairment can become bilingual, learning through two language does not increase the risk for developing learning disabilities, and monolingual programs of instruction are not more beneficial to students with learning disabilities than language programs (Genesee, Fred. 2006). Diagnosis of any learning disability would not be hindered by the immersion program, as researchers have found that any underlying impairment would be evident in both languages (Genesee, F., Paradis, J. & Crago, Mb, 2004). Ultimately, any students with learning difficulties will be evaluated on a case-by-case basis, and appropriate interventions designed and implemented as part of the normal IEP process for Special Education.

BUMI shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

BUMI will be by default a public school of the District in accordance with Education Code Section 47641(b).

Notification and Coordination

BUMI shall follow District policies as they apply to all District schools for responding to implementation of special education services. BUMI will adopt and implement District policies relating to notification of the District for all special education issues and referrals. BUMI shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. BUMI shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

BUMI shall have the responsibility to identify, refer, and work cooperatively in locating BUMI students who have or may have exceptional needs that qualify them to receive special education services. BUMI will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. BUMI shall work in collaboration with the District to obtain parent/guardian consent to assess BUMI students.

IEP Meetings

The District shall arrange and notice the necessary IEP meetings. IEP team meetings and IEP team membership shall be in compliance with state and federal law.

IEP Development

BUMI understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible BUMI students in accordance with the policies, procedures and requirements of the District and of the SELPA and state and federal law.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. BUMI shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and BUMI will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of

services. As part of this responsibility, BUMI shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for BUMI's non-special education students. BUMI shall also provide all home-school coordination and information exchange unless directed otherwise by the District. BUMI shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. BUMI shall comply with any directive of the District as relates to the coordination of BUMI and District for IEP implementation including, but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students. In such matters, BUMI would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

BUMI shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in BUMI from another school district within the state, but outside of the SELPA with a current IEP within the same academic year, the District and BUMI shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and BUMI shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into BICS from a district operated program under the same special education local plan area of the District within the same academic year, the District and BICS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to BUMI with an IEP from outside of California during the same academic year, the District and BUMI shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all nonpublic schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to BUMI and no student shall be denied admission nor counseled out of BUMI due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

BUMI shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services The District's designated representative, in consultation with BUMI's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Section 504 of the Rehabilitation Act

BUMI shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of BUMI shall be accessible for all students with disabilities in accordance with the ADA. BUMI recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of BUMI. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student to discuss the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to assessments conducted by the School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Serving Migrant Students

BUMI will provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruptions, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit the ability of migrant students to succeed in school.

Within 30 days of identification at enrollment, an individual assessment of the educational and health needs of each participating student shall be completed. The teachers and staff, in consultation with the Principal, shall make personalized study plans and provide psychological support for migrant students according to the assessment results. If needed, the staff will coordinate services with other public agencies that serve migrant families. The Principal, or designee, shall monitor the results of state assessments and core academic subjects and English language development, as applicable, for enrolled migrant students and provide a report to the Board with any recommendations for improvement of services.

Serving Socioeconomically Disadvantaged Students

BUMI will provide additional support as needed for students whose family income level has created additional obstacles for learning. Socioeconomically disadvantaged students will be identified through their eligibility in the Free and Reduced Lunch program. BUMI will provide FRL eligible students nutritious free or reduced price breakfast and lunch. BUMI will also provide every student with technology including a computer or tablet for use at school. The BUMI Parent Teacher Organization (PTO) is committed to ensuring that all students, regardless of income level, have the supplies they need for school, and are able to fully participate in all school-sponsored field trips. Supports may also include working with governmental agencies and other non-profit organizations to help ensure that the student and his/her family receive needed services. With these supports, plus our structural curricular elements outlined in the petition, we shall achieve the goal to bridge the socioeconomically disadvantaged students' achievement gaps and help them to achieve their full potential. The Principal, or designee, will closely monitor the group of students' progress to ensure we are meeting the needs of this target population.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

"Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. - Education Code Section 47605(c)(5)(B)."

Charter School Goals, Actions and Measurable Outcomes Aligned to the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and outcomes, both schoolwide and for all numerically significant student subgroups, in and aligned with the Eight State Priorities, as described in Education Code Section 52060(d), can be found in the Charter School's current LCAP, which is on file with the District. [Also, see Section Executive Summary Above for 2022-2023, 2023-2024, and 2024-2025 assessment result]

Local Control and Accountability Plan (LCAP)

BUMI shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. BUMI shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. BUMI reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on Section 47607.

BICS GOALS, ACTIONS and OUTCOMES ALIGNED TO THE EIGHT STATE PRIORITIES *STATE PRIORITY #1— BASIC SERVICES* *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*		
Annual Goals to Achieve Priority #1	Actions To Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• BICS will recruit, develop, hire and maintain qualified faculty. • BICS will use standards aligned instructional materials, curricula and resources that will prepare students for success. • School facilities will be maintained and in good repair.	• All candidates will undergo a rigorous hiring process, which includes paper screening, interview, curricular and teaching materials review, teaching demonstration and reference checks. • Hire properly credentialed teachers expressing desire to commit to community long term. • Provide professional development to teachers. • Provide BTSA Induction for qualified teachers. • All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition. • Daily general cleaning by custodial staff will maintain campus cleanliness • Annual and monthly facility inspections will screen for safety hazards.	• 100% of core teachers will hold a valid CA Teaching Credential with the appropriate Bilingual Authorization/BCLAD and English Learner Authorization/CLAD, as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned. • 100% of students will have access to standards-aligned materials and additional instructional materials, as outlined in our charter petition. • Faculty does yearly assessment of materials during intersession time. • Annual community survey. • 90% satisfaction rating on annual community survey results. • 90% of community members agree that the school is clean and orderly on community survey.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*		
Annual Goals to Achieve Priority #2	Actions To Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• BICS' curriculum will be aligned to CCSS. • All EL students will gain academic content knowledge through the implementation of the CCSS. • See improvement in proficiency for all EL students through the implementation of the ELD curriculum and related instructional strategies.	• Teachers will identify and participate in intensive professional development and trainings on the CCSS • EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • EL students have access to ELD curriculum. • Provide yearly GLAD, SDAIE, Systematic ELD, new ELD standards, and CCSS professional development for teachers as needed.	• Teachers will participate in professional development and training in CCSS annually. • 90% of ELs make progress towards EL proficiency as measured by the ELPAC. • School leadership/department to lead yearly audit of curriculum and lesson plans show that curriculum maps aligned to CCSS have supports for ELs and struggling students.
STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*		
Annual Goals to Achieve Priority #3	Actions To Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• Parents participate in school experiences that assist with student success. • Parents and students will demonstrate high satisfaction with the academic program and school operation.	• A Parent/Teacher Organization (PTO) will be established to facilitate parental involvement. • Provide Parent Leadership Training and Inform parents of leadership opportunities within the school on a regular basis. • Provide translators and translations of materials (including board agenda, informational literature, report cards, Family	• Annual community survey. • 90% of parents complete community survey. • PTO will be comprised of >50% parents. • Sign-in sheet will be provided to record parental attendance in meetings/workshops.

	Handbook, etc.).	
STATE PRIORITY #4— STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* *A. California Assessment of Student Performance and Progress statewide assessment (CAASPP)* *B. California School Dashboard* *C. Percentage of pupils who are college and career ready* *D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)* *E. EL reclassification rate* *F. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*		
Annual Goals to Achieve Priority #4	Actions To Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• All students show growth on benchmark assessments. • All students show growth on external measures.	• Establish benchmark for new assessments in ELA, Math, Science, Social studies, and new ELD standards. • Establish, monitor and analyze interim benchmark proficiency and growth goals • Frequently monitor and provide appropriate interventions to struggling students and ELs • Schedule teachers' time for frequent data analysis and disaggregation of data (baseline, formative, and summative).	• 70% of students will demonstrate growth on CAASPP exams and/or internal benchmark exams. • 75% of students are standard met or exceeded on CAASPP exams. • 75% of all subgroups are standard met or exceeded on CAASPP exams. • 90% of ELs make progress towards EL proficiency as measured by the ELPAC for higher grades. • 75% ELs reclassified as English proficient within four years of original designation.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))*		

D. High school dropout rates *E. High school graduation rates*		
Annual Goals to Achieve Priority #5	Actions To Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• Students attend school regularly, consistently, and on time.	• Refer truant students to the SST process for monitoring and support. • Provide counseling for qualified students for whom personal/situational issues are providing a distraction to learning.	• 95% Average Daily Attendance. • Less than 2% annual Chronic Absentee Rate. • Less than 3% of middle school dropout rate.
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*		
Annual Goals to Achieve Priority #6	Actions To Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• Students will be thoughtful, engaged citizens of the 21st century.	• Extensive community building via advisory, orientation and morning meeting as well as other school events. • Provide Social-emotional learning. • Establish and foster school-wide discipline plan and character development.	• Less than 3% yearly suspension rate. • Less than 1% yearly expulsion rate. • Annual Community Survey • 90% of students are satisfied on annual community survey. • 90% of parents are satisfied on annual community survey.
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, foreign language(s), physical education, science,*		

mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))		
Annual Goals to Achieve Priority #7	Actions To Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• All students are enrolled in a broad course of study as prescribed by BICS governing board and charter.	• Provide Arts curriculum. • Secure enrichment contracts with outside agencies and individuals for non-core enrichment activities.	• Annual Community Survey • 90% of students are satisfied with BICS Arts curriculum and enrichment activities.
STATE PRIORITY #8— OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*		
Annual Goals to Achieve Priority #8	Actions To Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• All students will be on track to becoming proficient bilingual speakers, readers and writers. • All students will be on track to reaching high standards in mathematical skills and content. • All students will be on track to reaching high standards in science concepts and scientific thinking. • All students will be on track to reaching high standards in social science practices and content.	• Standards based and aligned curriculum maps. • Establish school grade-specific benchmark and growth goals. • Extensive student support structures (office hours, tutoring and differentiated instruction).	• 70% of students will demonstrate growth as measured by the English, math, and/or science portions of CAASPP assessments and/or internal benchmark assessments. • 70% of students will demonstrate growth in Mandarin proficiency as measured by LinguaFolio for grades K-2 or STAMP for grades 3-8. • 75% of students are standard met or exceeded as measured by the English, math, and/or science portions of CAASPP assessments.

ELEMENT 3: METHODS OF ASSESSMENT

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Education Code Section 47605(b)(5)(C).

BUMI will implement a comprehensive assessment system to measure and track student mastery of grade-level standards and requisite skills in each subject area, including Mandarin proficiency. Assessment allows BUMI to observe individual student progress, determine the efficacy of individual teachers and evaluate the success of the program as a whole. Assessment result analysis will also form the basis for teacher professional development and instructional planning.

Assessment data will be collected at regular intervals throughout the school year including: baseline, formative, and summative assessments. We will explore the use of computer-based assessments and data administration that will allow teachers to develop personalized reports, disaggregate class data and observe patterns so that the assessments can be used to strategically target instruction. BUMI staff will work diligently to review individual student performance data enabling the appropriate staff to take corrective action for students who fall below the minimum performance expectation.

State Assessments

BUMI, via the direct supervision of its Principal, will administer annual state-mandated assessments as required under the California Assessment of Student Performance and Progress (CAASPP) statewide assessment, including but not limited to the Smarter Balanced Assessment Consortium (SBAC), California Alternate Assessments (CAAs), and California Science Tests (CAST), and the Physical Fitness Test (PFT). In addition, BUMI will administer the K-2 Reading Screener for Risk of Reading Difficulties (AMIRA) to all K-2 students.

SBAC is a state-led consortium working collaboratively to develop next- generation assessments aligned to the California State Standards that accurately measure student progress toward college and career readiness. The SBAC standardized tests are aligned with the State Standards and will better assess whether a student has truly mastered a concept instead of just memorizing information.

For eligible students with disabilities, we will administer the CAAs for ELA and math to students in grades three through eight, and the CAA for science will be given to students in grades five and eight. All students who indicate that their home language is any language other than English will be given the English Language Proficiency Assessment for California (ELPAC) within thirty days of initial enrollment and at least annually thereafter until re-designated as fluent English proficient.

The Physical Fitness Test (PFT) shall be given to students in grades five and seven annually.

Multiple Measures

BUMI will utilize diverse assessments that are aligned with the curriculum and instructional program, and compliant with state law.

A variety of baseline, formative and summative assessments will be used to reflect best practices. The intention of using a variety of assessments is to ensure that teachers, parents and students continually have current and accurate information about students' level of mastery and areas in which they may be struggling.

At the beginning of each year, students will be given a baseline assessment for multiple subjects, including English Language Arts, Mathematics and Mandarin Language Arts. Transitional Kindergarten students will be assessed as part of the kindergarten-readiness assessment. The baseline assessment will include multiple choice and constructed response questions. It will be designed to assess students' mastery of the previous grade's standards. The data from the baseline assessment will be used to guide instruction including possible interventions and extensions.

Throughout the year, student progress will be measured using formal and performance-based assessments. Students will be given quizzes at the beginning of each unit to identify students in need of extra challenge or support. On-going assessment will take the form of teacher observations and assignments. At the end of each unit, student understanding and mastery will be measured through performance tasks or formal tests.

At the end of each trimester, including the end of the year, students will be given a trimester assessment that will cover all standards taught to date. Much like the baseline assessment, these assessments will include both multiple choice and constructed response questions. For internal assessments, BUMI teachers will select and develop different assessments depending on the lesson or unit goal, children's developmental characteristics, availability of resources and planned use of the data.

Mandarin Proficiency Assessment

Various assessments will be administered to track students' progress in developing proficiency in Mandarin. A baseline assessment will be conducted for those students who have some exposure to the language. For students planning to enter in later grades, this baseline assessment will also serve as a placement indicator. Assessments that may be used are:

• **Grades TK-2:** LinguaFolio, developed by members of the National Council of State Supervisors for Languages (NCSSFL), is a proficiency-based assessment tool designed to document individual student performance and align a language program with internationally accepted criteria.

• **Grades 3-8:** Standards-based Measurement of Proficiency (STAMP), by Avant Assessment. STAMP is an entirely Web-based assessment, statistically validated on over 30,000 students by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based.

Report Cards and Portfolios

In addition to the subject area specific assessments described above, BUMI will use report cards and portfolios to summarize student achievement.

Report Cards

Report Cards will provide a summary of student assessment at the end of each trimester consistent with the policy and practices of the District. Our report cards will describe the level of development for each student in relation to key, standards-based grade level skills and content. Our report cards will be designed to describe a five-point continuum of learning stages (beginning, developing, approaching, proficient, and exceeding). Report cards will demonstrate student development in the following areas: Mandarin Language Arts, English Language Arts, Mathematics, Social Studies, Science, Arts, and Physical Education. The specific features of each area will be grade-level specific and standards based. Our report cards will also contain several narrative sections where teachers detail examples of a child's level of development/mastery

based on observations, student work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments.

Reporting to Parents

At the beginning of every school year, BUMI will hold orientation meetings during which the Charter School will share its assessment philosophy and system and train the families on how to access assessment data. Such data may include student report cards, CAASPP results, SARC, LCAP interim and benchmark assessments, student portfolios, and project assessments. Families will have access to some of this information through the school's website. In addition, assessment data will be shared directly with families during teacher-parent conferences, phone calls, and by sending materials home with students. Teachers and administrators will track parent contact.

School Accountability Report Card (SARC)

BUMI will compile the necessary data and create a SARC at the end of each school year. State law requires that the SARC contain all of the following, as applicable to BUMI:
• Demographic information.
• School safety and climate for learning information.
• Academic data.
• School completion rates.
• Class sizes.
• Teacher and staff information, including data about Highly Qualified Teachers.
• Curriculum and instruction descriptions.
• Postsecondary preparation information.
• Fiscal and expenditure data.

Continuous Improvement

BUMI is committed to using student performance data to refine and improve the educational program. The Principal, collaborating with teachers and the Parent/Teachers Organization, will use assessment results to create annual and targeted plans for increased achievement. The plan will target specific areas for improving student learning and other aspects of the school that the BUMI community agrees need attention. The School Improvement Plan will be presented to the District Governing Board for their review and approval. The following aspects of the school will be addressed each year in the School Improvement Plan:

• Student achievement, instructional strategies, and educational programs
• Community relations
• Parent involvement and communication
• Facilities
• Staffing and personnel development
• Financial resources

BUMI takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development. In addition, results from benchmark tests are analyzed by the staff and used to adjust pacing guides, direct re-teaching, and intervention services for students.

ELEMENT 4: GOVERNANCE STRUCTURE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." Education Code Section 47605(b)(5)(D).

Shared Leadership

BUMI collaborates with families and the larger community to engage in an ongoing cycle of assessment, reflection, planning and implementation to ensure school success. School governance is derived from best practices to ensure that the school meets its stated mission and goals and that all stakeholders have a voice in the ongoing development of the school.

Legal Status

BUMI shall be operated as a dependent Charter School of the Buckeye Union School District. The Buckeye Union School District's Governing Board is elected at large and as such, all members meet the legal requirements for service on a public school district Governing Board. The Board's major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation; approving all major contracts; approving the school's annual budget and overseeing the school's fiscal affairs; and selecting and evaluating staff.

The members of the Governing Board of the Buckeye Union School District adhere to all requirements of law and meet regularly pursuant to the Brown Act and Education Code Section 47604.1(c). The Board has also adopted a Conflict of Interest Code consistent with the Political Reform Act and complies with Section 1090 et seq., as set forth in Education Code Section 47604.1. The Conflict of Interest Code is located on the Buckeye Union School District website under Board Policies. The Governing Board of the Buckeye Union School District also adheres to the requirements of the California Public Records Act.

Role of Principal

The Principal is the academic leader of the school. The Principal advises the Board regarding budget decisions, programming, etc. This individual is responsible for the day-to-day operations, implementation of board policies, and supervision of employees and helping with the development of the school curriculum and school culture. The Principal will help manage academic program development, professional development activities, and work with teachers to improve curriculum and instruction. The Principal also ensures that the connection between the school and families is strong, mutually respectful, and marked by continuous communication about student performance and behavior. The Principal shall perform assigned tasks as directed by the Superintendent and Board.

Role of Parents/Teachers/Community

Parent and community participation is a crucial component of the educational model at BUMI. Parents and families of the students will have numerous opportunities to communicate and engage school leadership. All regular Board meetings will be open meetings as called for by the Brown Act. Parents will be notified of meeting times and locations so they may attend to offer public comment, feedback, and/or suggestions to the Board.

A Parent/Teacher Organization (PTO) will be established to facilitate parental involvement as well as serve as a resource and provides guidance to the Principal on any and all matters related to the strengthening of BUMI community.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." Education Code Section 47605(b)(5)(E).

BUMI will employ a staff of professionals committed to upholding the highest expectations for each child and to providing a rigorous educational program. Our staff members will be committed to BUMI's mission and vision and actively participate in its implementation in the classroom and community. All administrators, certificated and classified staff must possess the qualifications, knowledge and experience required to meet all requirements of law and to successfully fulfill their responsibilities, as determined by the Buckeye Union School District Governing Board and Superintendent. BUMI ensures that every certificated employee will meet the necessary state licensing and credentialing requirements. [CDE Coded Correspondence 20-02/AB 1505]

Legal Assurances

BUMI will recruit professional and qualified personnel who believe in the philosophy of the school for all staff positions. BUMI is a school of choice and no employee will be required to work there. In accordance with Education Code 47605(d), BUMI shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics), or upon any other characteristic prohibited by state and federal law.

In accordance with Education Code Section 47605(l)(1), BUMI employs or retains teachers who hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. The Superintendent shall ensure that credentials are processed and maintained in accordance with requirements as set forth by the CTC and applicable state law.

All employees should possess the personal characteristics, knowledge, and relevant experience consistent with the responsibilities and qualifications identified in the posted job description as determined by BUMI.

BUMI will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. BUMI will comply with Education Code Sections 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors.

Recruitment

BUMI desires to employ the most highly qualified and appropriate person available for each open position in order to carry out the school's mission. Candidates are recruited for open positions based on an assessment of the school's needs for specific skills, knowledge, and abilities.

Qualifications, Roles and Responsibilities

The Charter School's leadership structure may change over time as the needs of the school change, but key staff members will collectively have the qualifications to ensure the academic success of students and financial health of the school.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237."
"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." Education Code Section 47605(b)(5)(F).

BUMI will follow clear procedures to ensure the health and safety of students and staff. BUMI will adopt and implement all of the Buckeye Union School District's health and safety procedures and risk management policies at our school site.

Procedures for Background Checks

BUMI will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. BUMI will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of BUMI will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The District will monitor compliance with this policy. Individuals who will volunteer at BUMI shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. BUMI shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691. BUMI will also extend this requirement to volunteers as required by law.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

BUMI is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

BUMI will follow all policies and regulations of the Buckeye Union School District to prevent and immediately remediate any concerns about discrimination or harassment at BUMI (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with District's anti-discrimination and harassment policies. BUMI shall post in a prominent and conspicuous location on its school website regarding how to file a Title IX complaint as required by Education Code Section 221.61.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

BUMI will adhere to Education Code Section 49423 regarding administration of medication in school.

Diabetes

BUMI will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Epinephrine Auto-Injectors

BUMI will adhere to Education Code Section 49414 regarding administration of epinephrine auto-injectors in school. BUMI may designate one or more volunteers to receive initial and annual refresher training, regarding the storage and use of an epinephrine auto-injector from the qualified school administrator designated by an authorizing physician.

Vision, Hearing, Scoliosis and Oral Health

Students will be screened for vision, hearing and scoliosis. BUMI will adhere to Education Code Section 49450 *et seq*., as applicable to the grade levels served by BUMI

Suicide Prevention Policy

BUMI has adopted the policy on student suicide prevention in accordance with Education Code Section 215.

Blood Borne Pathogens

BUMI shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. BUMI will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-Free/Alcohol-Free/Smoke-Free Environment

BUMI shall be a drug-, alcohol- and smoke-free environment.

Facility Safety

BUMI shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety.

Emergency Preparedness

BUMI will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall prior to the school opening. This handbook will include, but not be limited to the following responses: fire, flood, earthquake, lockdown, hostile intruder situations, and other natural disasters. Students and staff will participate in earthquake drills every other month, fire drills monthly (Education Section 32001), and at least one lock-down drill annually

Health Care and Emergencies

BUMI recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school-sponsored activities. To facilitate immediate contact with parents/guardians when an accident or illness occurs, BUMI requires parents/guardians to furnish the school with current contact information.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that isreflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Education Code Section 47605(b)(5)(G).

Community Outreach Plan

BUMI is committed to maintaining a racially and economically diverse student population reflective of the general population residing in the BUSD. BUMI will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all interested students are given an equal opportunity to enroll their children at the school. BUMI has been proactive in using a wide variety of outreach activities to attract an applicant pool and strive for racial and ethnic balance in the Charter School's student population.

Targeted Community

Our plan includes ongoing community outreach that will provide an educational alternative for any interested families in BUSD and surrounding communities. We are committed to serving all children whose parents find their educational goals align with the mission of BUMI. Our recruitment efforts will include the entire population along the spectrum of the socio-economic scale.

Achieving Racial & Ethnic Balance

BUMI will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of the students enrolled in the school. School leadership will evaluate this data annually and revise the outreach plan as necessary.

BUMI will also continuously monitor enrollment data to assess the representation of student subgroups, including racial/ethnic groups, English Learners, RFEP students and student with disabilities. Admittedly, given the unique academic rigor of BUMI program enrollment of these subgroups does not align with the District. BUMI remains committed to improving outreach in these areas. To that end, BUMI is actively working to increase representation through:

- Outreach using multilingual enrollment materials;
- In-Person and On-line enrollment information sessions, including discussion of available supports and services available for diverse learners;
- Personalized tours for families and support during enrollment, including interpretation and translation services, et cetera;
- Strengthening relationships with the County SELPA and other agencies as appropriate.

ELEMENT 8: ADMISSION REQUIREMENTS

"Admission requirements, if applicable." Education Code Section 47605(b)(5)(H).

Legal Assurances

As a non-sectarian, tuition-free public school, BUMI will admit all grade-level eligible pupils who wish to attend the school, up to the school's capacity, in accordance with Education Code Section 47605(d)(2)(A). BUMI will be a school of choice and, in compliance with Education Code Section 47605(f), no student will be required to attend BUMI. Admission, except in the case of a public random drawing, shall not be determined based on the place of residence of the pupil or of his/her parent or guardian.

BUMI shall abide by Education Code Section 47605(d)(1) and shall not charge tuition, nor discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). In accordance with Education Code Section 48000(a), children must meet minimum age requirements for enrollment. Students entering transitional kindergarten must be four years of age on or before September 1st. BICS will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education Code Section 48002.

Open Enrollment Process

Students wishing to attend BUMI must follow the Charter School's admission procedures with respect to completing applications, enrollment forms and documents by the announced deadlines. The open application deadline, for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

BUMI will not require parent or family participation, but will encourage parental participation. Parent and/or family inability, unwillingness, and/or failure to volunteer or participate in BUMI or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.

Public Random Drawing

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend BUMI exceeds the school's capacity, attendance, except for existing students of the school, shall be determined by a public random drawing (lottery). Students currently enrolled in the school are exempt from the lottery (beginning in their second year) and are guaranteed admission in the following school year.

Admissions preference in the case of a lottery will be given in the following sequence of priority:

- Current BUMI student
- Siblings of current BUMI students
- Students who reside in the Oak Meadow Elementary attendance boundary, (the total number of this preference not to exceed 25% of total enrollment)
- Students who reside in the Buckeye Union School District attendance boundary, (the total number of this preference not to exceed 70% of total enrollment, including Oak Meadow enrollment priority)

ELEMENT 9: FINANCIAL AUDITS

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Education Code Section 47605(b)(5)(I)

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An annual audit of the books and records of BUMI shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of BUMI shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

BUMI shall select an independent auditor. The qualified auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be included on the State Controller's list of approved education auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable federal Office of Management and Budget ("OMB") Circulars.

It is expected that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the District and County Superintendent of Schools, the State Controller, and to the California Department of Education by December 15th each year. The District will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The BUMI Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described in Element 14 of the Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of BUMI is public record to be provided to the public upon request.

BUMI' history of funding and projection of funding for the 2026-2027 school year can be found in the Charter School's current LCAP, which is on file with the District. The LCAPs reflect actual revenues and expenditures since inception of BUMI. Financial reporting for BUMI is integrated into the Buckeye Union School District's General Fund and reflected in the financial statements and audits of the Buckeye Union School District.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled." Education Code Section47605(b)(5)(J).

BUMI shall follow the Suspension and Expulsion Policy of the Buckeye Union School District. This Student Suspension and Expulsion Policy has been established in order to promote learning and to protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.,* which describes the non-charter schools' list of offenses and procedures for suspensions and expulsions.

ELEMENT 11: RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Education Code Section 47605(b)(5)(K).

Compensation and Benefits

Employees of BUMI shall be considered employees of the Buckeye Union School District and shall receive compensation packages which are identical to that received by other employees in the District.

Retirement

Employees of BUMI shall be considered employees of the Buckeye Union School District and shall be a part of the State Teachers' Retirement System (STRS) and CalPERS, to the same extent received by other employees in the District.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code Section 47605(b)(5)(L).

No student may be required to attend BUMI. Children who reside within the school district in which BUMI operates who choose not to attend BUMI may attend a school within that school district according to its policy, or at another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in BUMI shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in BUMI, except to the extent that such a right is extended by the local educational agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and any rights of return to the school district after employment at a charter school." Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School.

The Buckeye Union School District will be considered the exclusive employer for all employees of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code Section 47605(b)(5)(N).

BUMI and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of policies currently in effect in the Buckeye Union School District for addressing complaints or concerns.

ELEMENT 15: CLOSURE PROTOCOL

"The procedures to be used if the charter school closes. The procedures ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code Section 47605(b)(5)(O).

The District shall follow Board adopted procedures for closing BUMI. Closure of BUMI shall be documented by official action of the Board. The action shall identify the reason for closure and shall delegate to the Superintendent the responsibility to manage the closure-related activities.

All net assets of BUMI upon school closure will revert to the Buckeye Union School District. The Buckeye Union School District will continue to maintain and transfer, as required, pupil records consistent with Education Code Section 47605(b)(5)(O). The Buckeye Union School District will also be responsible for notification to CDE in the event BUMI is closed as required by Education Code Section 47604.32.

REQUIRED SUPPLEMENTAL INFORMATION

Financial Plan

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation." Education Code Section 47605(g)

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Budgets and Cash Flow

The Buckeye Union School District has developed a conservative financial plan based on the most current Local Control Funding Formula projections as required by Education Code Section 47605(g).

Financial Reporting

BUMI financial reports will be reported in the General Fund of the Buckeye Union School District.

Facilities

"The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Education Code Section 47605(g).

BUMI intends to occupy the Oak Meadow Elementary School site and the Rolling Hills Middle School site, facilities located within BUSD boundaries that supports the school's mission, vision and educational program.

Administrative Services

"The manner in which administrative services of the school are to be provided." Education Code Section 47605(g).

BUMI anticipates that its administrative services will be performed by the Buckeye Union School District.

CONCLUSION

By approving this charter, the Buckeye Union School District will be fulfilling the intent of the California Charter Schools Act of 1992, which encourages the development of charter schools to improve student learning, create new professional opportunities for teachers, and provide students and parents with more educational choices. It will also be following the directive of the law to encourage the creation of charter schools. We respectfully ask for the Buckeye Union School District's approval of a five-year term beginning on July 1, 2026 through June 30, 20313.