ATTACHMENT "A"

BUCKEYE UNION SCHOOL DISTRICT
Staff Report Regarding

Renewal of the
Buckeye Union Mandarin Immersion Charter School

Presented:
Governing Board Meeting
April 8, 2026

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Renewal Petition Staff Report

Buckeye Union Mandarin Immersion Charter School

April 2026

School Overview

Buckeye Union Mandarin Immersion Charter School (BUMI)			
Charter Management Organization (CMO):	None	**Previous Renewal Year(s):**	August 2018 (Opened)
Year Opened:	2018	**Campus Address:**	Oak Meadow Elementary & Rolling Hills Middle School
Neighborhood:	El Dorado Hills	**Attendance Area(s):**	Folsom, El Dorado Hills, Cameron Park, Sacramento
BUMI Board:	5	**Current Enrollment:** [1]	227
Current Grades Served:	TK-8th	**Current Maximum Authorized Enrollment:**	620
Current Authorized Grades:	TK-12th [Renewal TK-8th]	**5-Year Projected Enrollment**	500

Staff Recommendation

Staff recommends **APPROVAL** of the renewal petition for the Buckeye Union Mandarin Immersion Charter School ("BUMI" or "Charter School") for 5 years, beginning July 1, 2026, until June 30, 2031 to serve up to a maximum of 500 students in grades TK-8th.

1 Per enrollment report submitted in March 2026

I. Criteria for Evaluation and Procedural Background

Criteria for Renewal

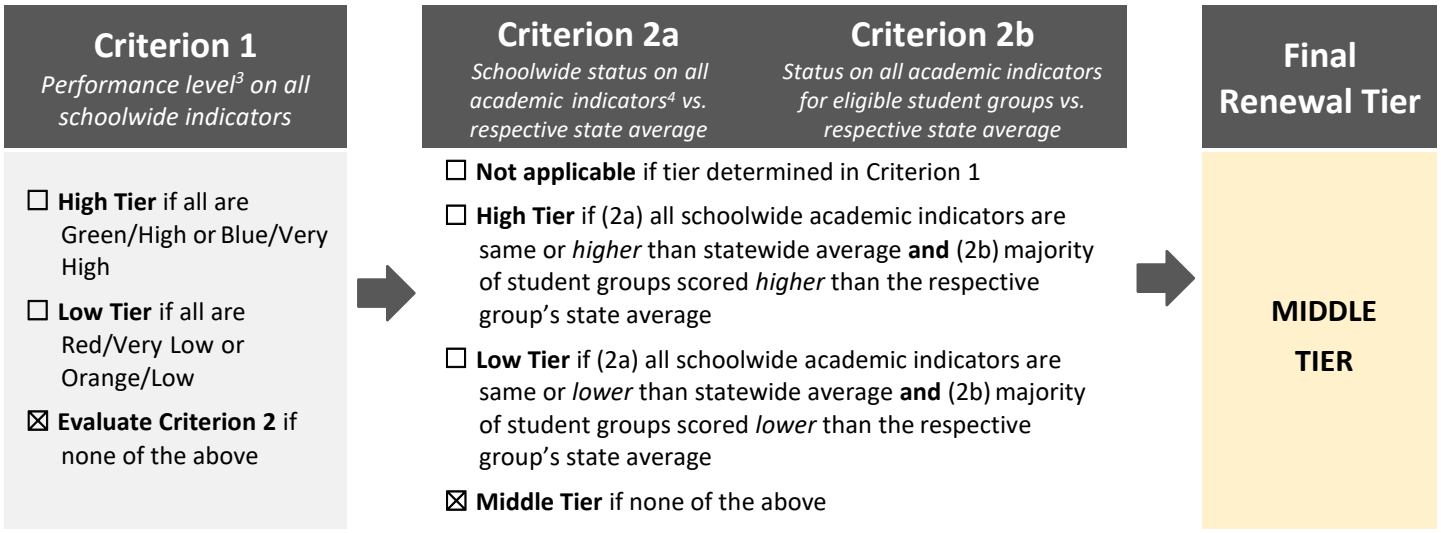
The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal petition, District staff must determine that the charter school has met the requirements set forth in Education Code (Ed Code) 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

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[2].

Figure 1: BUMI School Tier Analysis



***Sources**: California School Dashboard; CDE Charter School Performance Category Data File; CDE "Determining Charter School Performance Category" Flyer*

As indicated in Figure 1 above, the CDE placed[4] BUMI in the Middle Tier. In addition, on January 7, 2026 CDE published a list of high -, middle-, and low performing charters schools, which identified BUMI as a middle performing school and thus the renewal petition should be Middle Tier. As discussed previously, there are additional criteria and conditions for evaluating the Charter School's petition depending on the assigned tier. Figure 2 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

[2]For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator in place of colors. For the tier analysis, the State used these levels as a proxy for colors, as expressed in Criterion 1.

[3] "Academic indicators" refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

[4] Charter school performance categories for all California charter schools can be found here: https://www.cde.ca.gov/sp/ch/performcategory.asp

Figure 2: Renewal Tier Additional Guidance

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.*

***Source**: Education Code §47607.2(b)*

Procedure

1. The Charter School submitted a renewal petition to the District in March 2026.
2. The initial public hearing was held on April 8, 2026.
3. Staff conducted a review of the Charter School's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
4. Staff findings were made public.
5. The decision public hearing is being held on Wednesday, April 8, 2026.

[5] Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE's Verified Data website page: https://www.cde.ca.gov/sp/ch/verifdata.asp

II. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

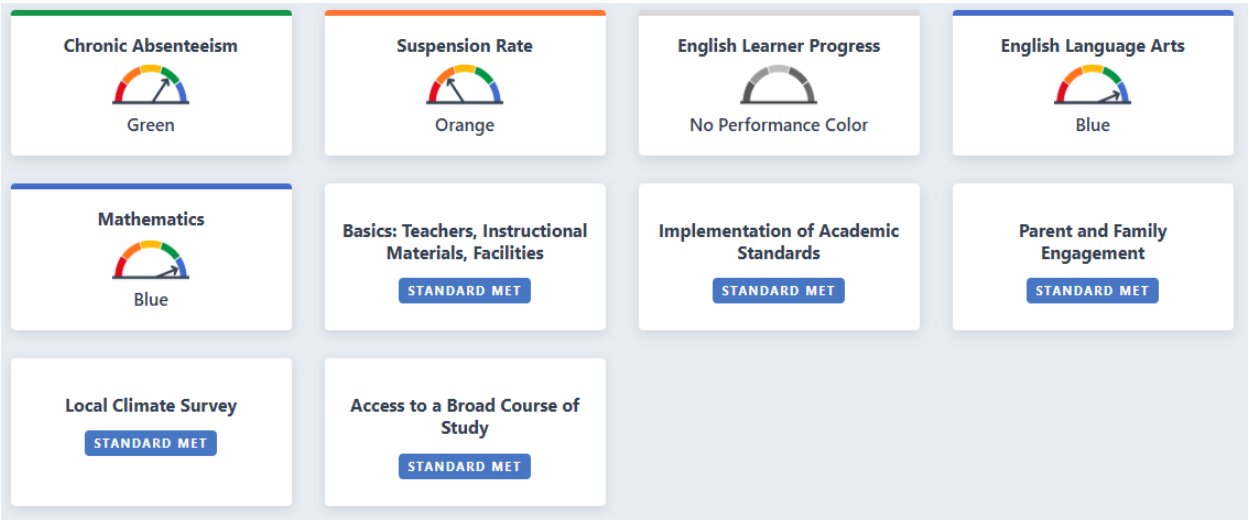
In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students. As mentioned previously, for schools in the Middle Tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the CAASPP state assessments, ELPAC results and verified data submitted by the Charter School.

A. School Performance Analysis

The District performed an analysis to determine whether BUMI meets the minimum performance threshold on a variety of indicators based on the California School Dashboard and other data, as applicable. In order to be considered "Met", an indicator must have a California School Dashboard Color Orange/Low Status Level or higher. Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. A summary of the SPA analyses for the 2022-23, 2023-24 and 2024-2025 school years is shown below. As shown in the tables below, BUMI has met the minimum performance threshold for the 2022-23, 2023-24 and 2024-2025 school years.

Figure 3: School Performance Analysis Summary – 2023, 2024 and 2025

2024-2025 – BUMI Met All Local Indicators

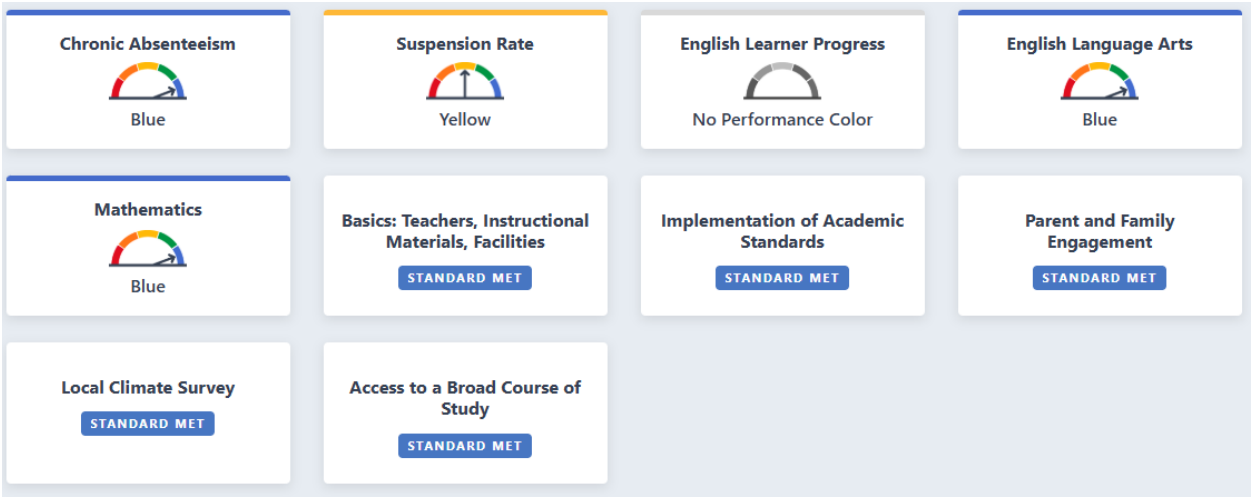


BUMI/BUSD/STATE: DIFFERENCE FROM STANDARD [2024-2025]

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.

2023-2024 – BUMI Met All Local Indicators

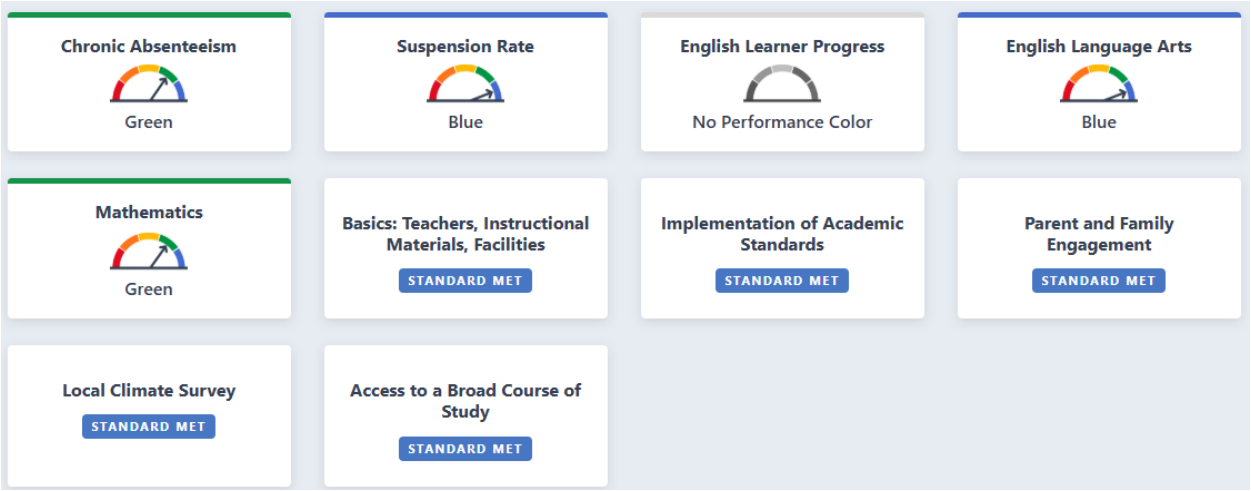


BUMI/BUSD/STATE: DIFFERENCE FROM STANDARD [2023-2024]

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.

2022-2023 – BUMI Met All Local Indicators



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

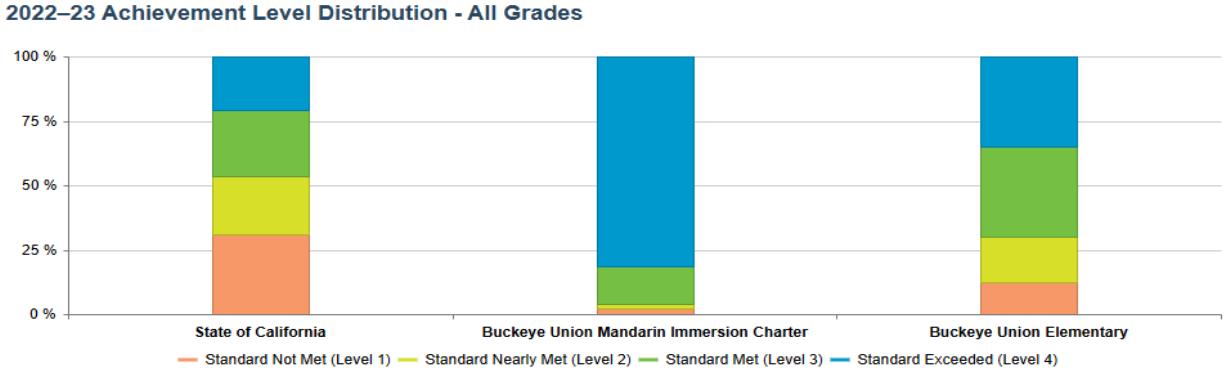
The above-table reflects that BUMI has outperformed the State and District in every performance indicator: Chronic Absenteeism, Suspension, English Learner Progress, ELA and Math.

B. 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 Figures below include results for both BUMI and Buckeye USD (grades 3-8 only) as well as for the State of California as follows:

Figure 4: Schoolwide Academic Performance – 2023, 2024 and 2025

- ELA (2022-2023)



Percentage of Students at Each Achievement Level

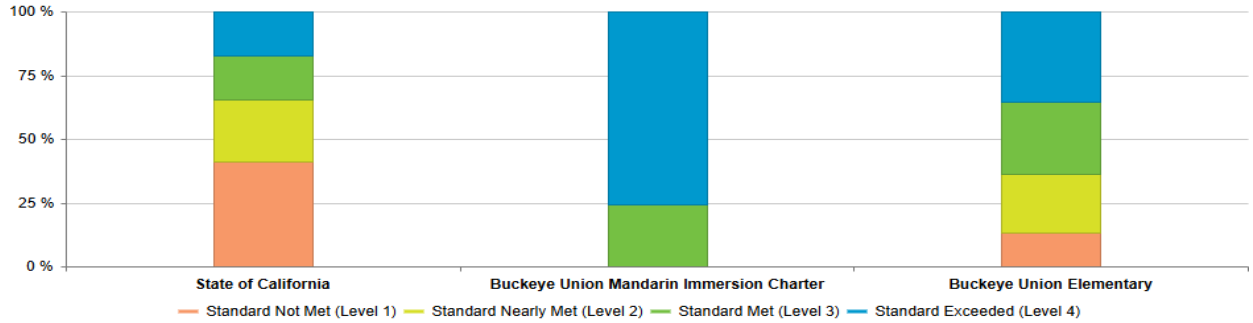
Overall Achievement

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

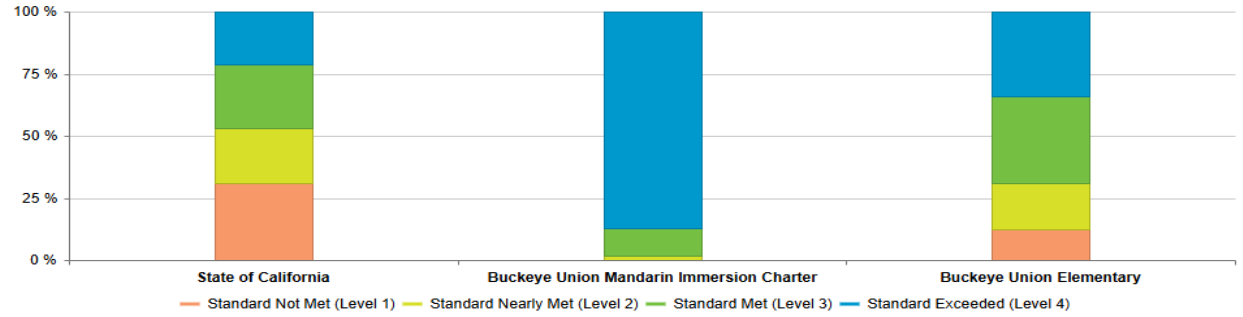
Overall Achievement

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

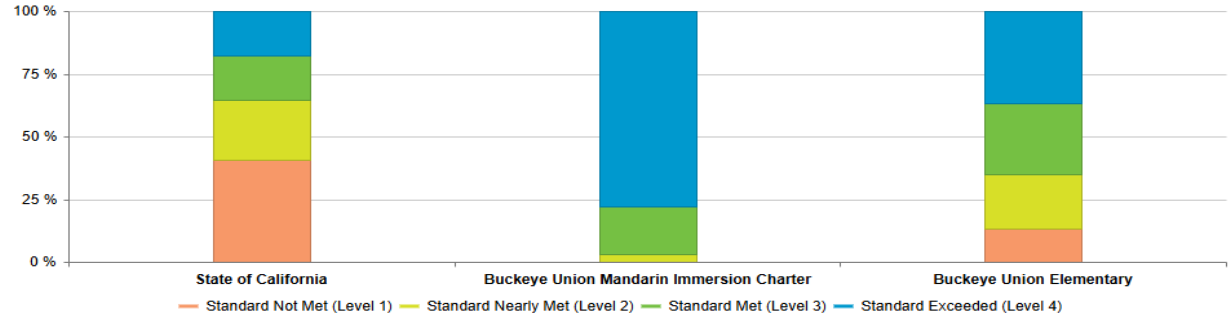
Overall Achievement

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

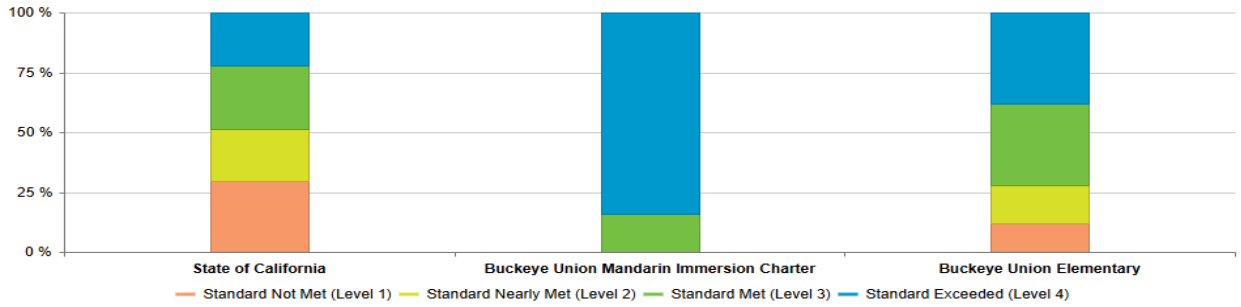
Overall Achievement

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

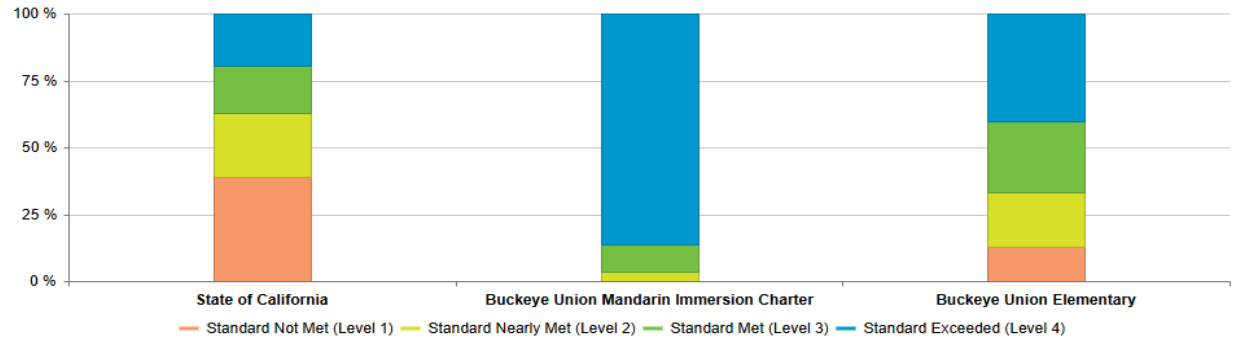
Overall Achievement

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.

C. 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 compares 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.

Figure 5 – Student Subgroups

	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-	>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%

2025															
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.

D. 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.

An analysis of the actual 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.

Figure 6: 2022-2023, 2024 and 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	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%

E. Verified Data

The law also gives middle-performing charter schools the opportunity to provide data showing measurable increases in academic achievement, via verified data:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer- reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and supplemented the list in May 2023. From the SBE-approved list of reliable assessments, the BUMI currently utilizes CAASPP (discussed above), Renaissance Star ("STAR"), and i-Ready assessments to meet the verified data requirement

BUMI administers the above-identified assessments to all students in grades TK–8th, as applicable three times each year. These assessments help establish a starting point (baseline) at the beginning of

the year and track academic growth throughout the school year. In addition, BUMI employs a multifaceted approach to monitoring academic progress through both internal data and classroom-based measures. This includes the use of state-approved diagnostic tools in Reading and Math for students in grades 1–8th, as well as early literacy assessments for Transitional Kindergarten ("TK") students.

An analysis of the data generated from the above-identified assessments demonstrates that BUMI's local assessment results is consistent with the findings of the CAASP results namely, BUMI has outperformed the State and in general BUMI's student assessment data is relatively consistent with or exceeds BUSD's assessment outcomes.

III. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition. Evidence considered for this criterion include an analysis of the charter school's financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

Over the course of the charter term, the total enrollment has increased significantly. In August 2018 BUMI was granted an initial three-year charter with the Buckeye Union School District and opened with 42 (9/2018 Enrollment Report) students. In the intervening charter term, BUMI's enrollment has increased from 42 students to approximately 227 students as of April 8, 2026, with 271 students currently projected for the 2026-2027 school year.

B. Financial Condition

BUMI's financial reports is reported in the General Fund of the Buckeye Union School District. At second interim, the District certified itself as positive. The District's most recent annual financial audit report (2024-2025) did not identify any material weaknesses. The District/BUMI has maintained a stable and fiscally responsible financial position, demonstrating prudent budgeting practices, effective internal controls, and strategic planning to ensure the long-term sustainability of the school's programs.

C. Enrollment Demographics

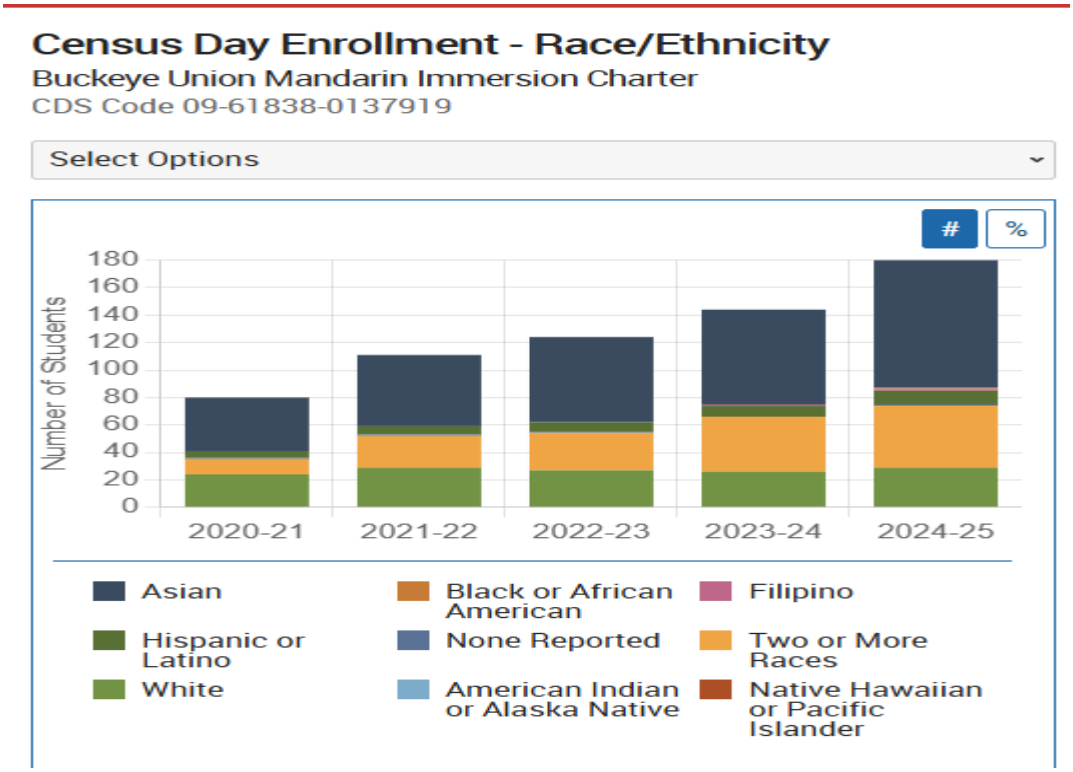
Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of "*the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted*". The full description is included on pages 63-64 of the charter petition. The current section includes the school's enrollment demographic data for further context.

Enrollment Demographics Comparison

Enrollment demographics for the 2024-25 school year are included in the table below. Education Code specifies that a charter school should aspire to achieve a demographic balance which is reflective of the *entire* District. Admittedly, given the unique academic rigor of BMICS program enrollment of these subgroups does not align with the District. BMICS remains committed to improving outreach in these areas. To that end, BMICS 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.

Figure 7: 2020-21 thru 2024-2025 Enrollment Demographics



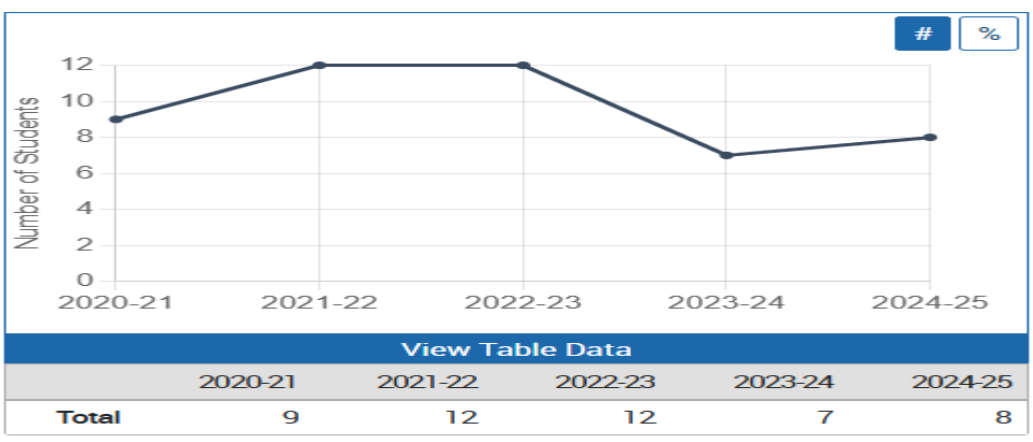
	2020-21	2021-22	2022-23	2023-24	2024-25
Asian	39	52	62	69	93
Black or African American	0	0	0	0	1
Filipino	0	0	0	1	1
Hispanic or Latino	5	6	7	8	10
None Reported	1	1	1	0	1
Two or More Races	11	23	27	40	45
White	24	29	27	26	29
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Total	**80**	**111**	**124**	**144**	**180**

English Learner Enrollment

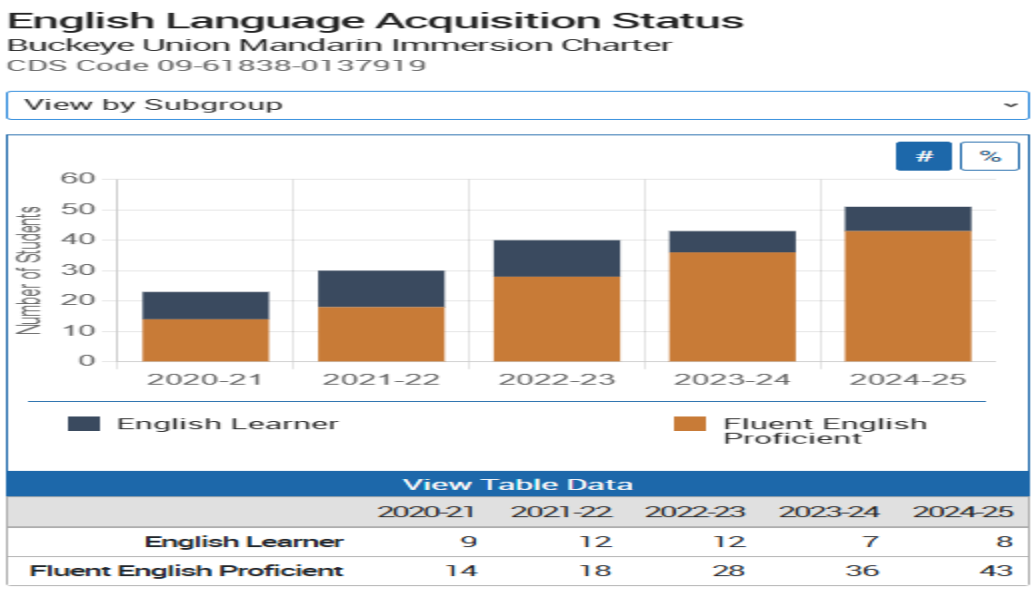
In the 2022-2023, 2023-2024 and 2024-2025 school years, BUMI tested students on the Summative English Language Proficiency Assessment (ELPAC). The tables noted in the Executive Summary of the Charter Petition do not identify data for BUMI. To protect student privacy, an asterisk (*) is displayed for 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.

During the 2024-25 school year, approximately 3.6% of BUMI's total enrollment were English Learners. BUMI's English Learner data is comparable to BUSD.

Figure 8: BUMI 2024-25 English Learners & English Learners Proficiency [Source Ed-Data]



	2020-21	2021-22	2022-23	2023-24	2024-25
Total	9	12	12	7	8



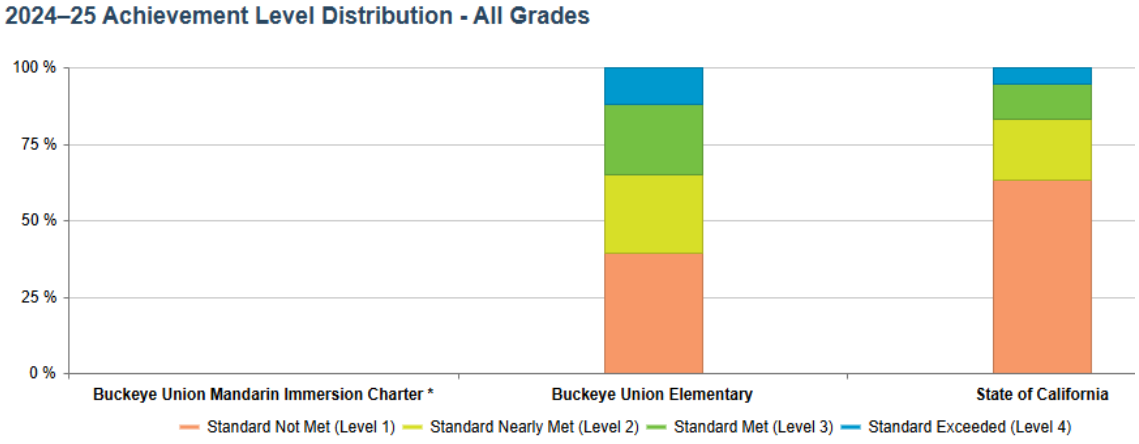
	2020-21	2021-22	2022-23	2023-24	2024-25
English Learner	9	12	12	7	8
Fluent English Proficient	14	18	28	36	43

Special Education Enrollment

During the 2024-25 school year, less than 1% of BUMI's total enrollment were students with disabilities. BUSD's total enrollment of students with disabilities was approximately 24%. With respect to the special education student data comparison, it is important to note that 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 actual student data demonstrates that BUMI's special education students have outperformed the State and in general BUMI's rates are relatively consistent with or exceed BUSD's rates with

ELA (2024-2025)

Figure 9: 2024-25 Students with Disabilities Comparison



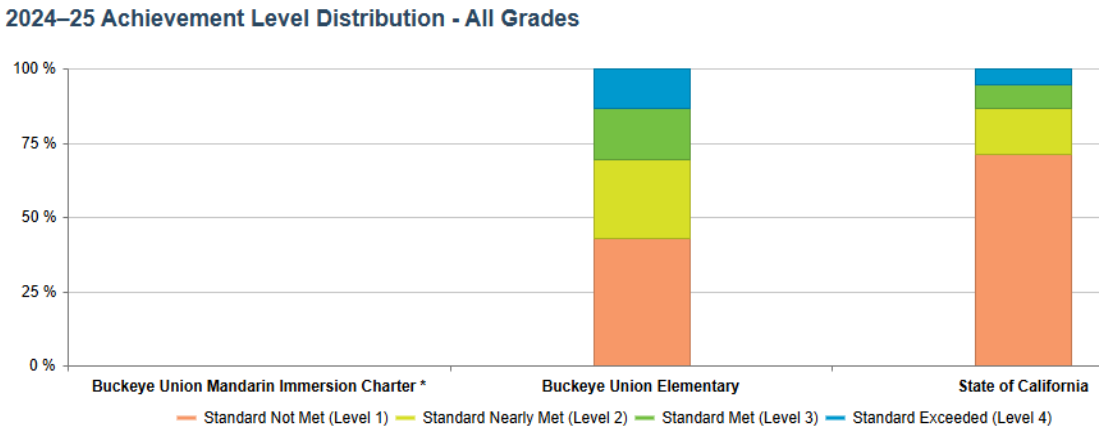
Percentage of Students at Each Performance Level

Overall Achievement

Reporting Categories	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	*	11.99 %	5.48 %
Standard Met (Level 3) Percentage of students by grade for level	*	22.91 %	11.47 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	*	25.91 %	19.72 %
Standard Not Met (Level 1) Percentage of students by grade for level	*	39.19 %	63.33 %

- MATH (2024-2025)

Figure 10: 2024-25 Students with Disabilities Comparison



Percentage of Students at Each Performance Level

Overall Achievement

Reporting Categories	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	*	13.25 %	5.51 %
Standard Met (Level 3) Percentage of students by grade for level	*	17.09 %	7.59 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	*	26.92 %	15.83 %
Standard Not Met (Level 1) Percentage of students by grade for level	*	42.74 %	71.08 %

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the CDE/Charter Schools and/or the District will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern. Neither BUMI or BUSD have received any Notices of Concern.

Figure 11: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2019-2020	0		
2020-2021	0		
2021-2025	0		

E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. An analysis of the District/BUMI's Governing Board evidences that:

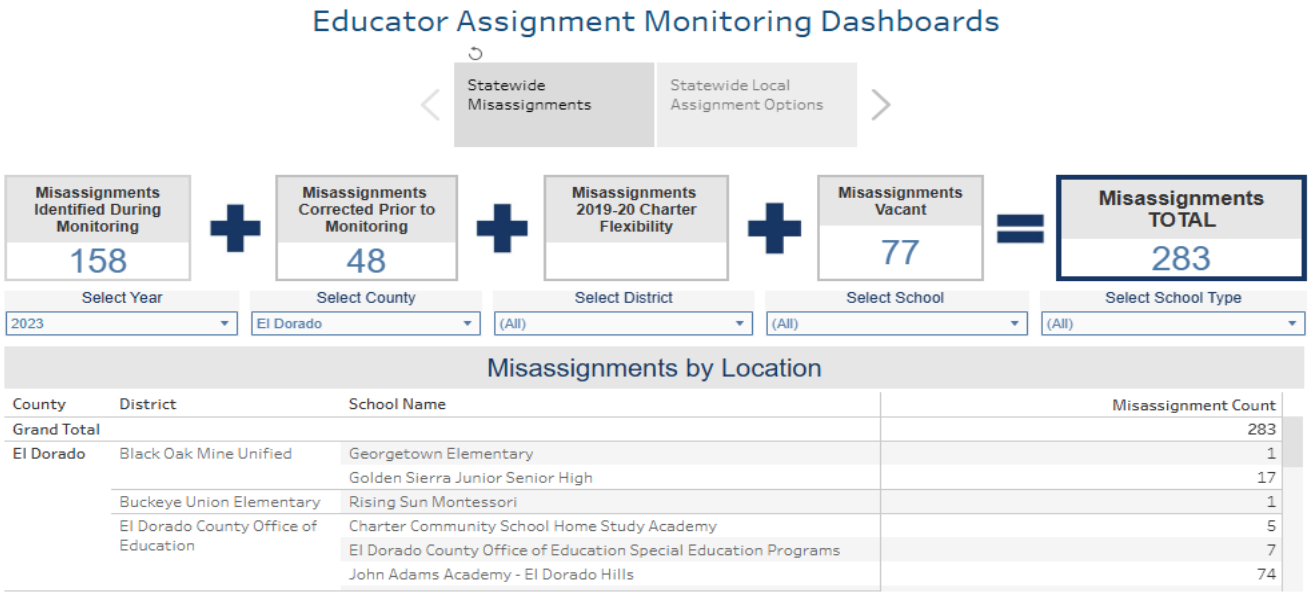
- Board members possess a diversity of backgrounds and array of appropriate and relevant skills with which to oversee BUMI;
- Board members have a shared understanding of and commitment to BUMI's mission and vision;
- Board members are knowledgeable about BUMI's operations, successes and challenges;
- Board members demonstrate an understanding of their role in providing oversight to BUMI;
- All governing board meetings are accessible to the community and the decision-making process is clear and transparent;
- The Board complies with its own board policies and bylaws as well as with applicable state and federal laws regarding governance;
- The Governing Board is an effective decision-making body which is active and meets its governance obligations.

F. Staffing and Teacher Credentialing

Education Code section 47605(l)(1) requires all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System ("CalSAAS"). BUSD acts as the "Monitoring Authority" for all charter schools authorized by BUSD, which requires the annual review of educator assignments. The CalSAAS results for educator assignments in the 2020-21 thru 2023-2024 school years, the most recent years for which data is available show that: .

- During the 2023-24 school year, 100% of assignments at BUMI were authorized by an educator holding a clear or preliminary credential or by a local assignment option.
- During the 2024-25 school year, there were no "ineffective" assignments at BUMI.

Figure 12: 2020-21 thru 2023-24 Educator Assignment Monitoring Dashboard [Note BUMI Not on Report]



County	District	School Name	Misassignment Count
Grand Total			283
El Dorado	Black Oak Mine Unified	Georgetown Elementary	1
		Golden Sierra Junior Senior High	17
	Buckeye Union Elementary	Rising Sun Montessori	1
	El Dorado County Office of Education	Charter Community School Home Study Academy	5
		El Dorado County Office of Education Special Education Programs	7
		John Adams Academy - El Dorado Hills	74

Figure 13: 2023-24 CDE Teaching Assignment Monitoring Outcomes by FTE

2023-2024 - CDE

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Buckeye Union Mandarin Immersion Charter	10.2	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Buckeye Union Elementary	461.3	72.1%	24.0%	1.5%	1.3%	1.0%	0.1%	0.0%
El Dorado	1,549.1	79.3%	10.9%	1.4%	3.9%	3.9%	0.1%	0.4%
Statewide	278,927.1	82.5%	4.3%	2.2%	6.0%	4.6%	0.1%	0.3%

***Source**: CDE Teaching Assignment Monitoring Outcomes by FTE Report*

BUMI will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") 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. Teachers employed by charter schools during the 2019–20 school year had until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)].

IV. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school's renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

a. Reasonably comprehensive descriptions of all 15 required elements
b. All other information required by the Ed Code
c. All BUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a "reasonably comprehensive" description of 15 required elements related to the school's operation. The following table summarizes staff findings related to whether this standard was met for each element.

Figure 14: Petition Element Analysis

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an "educated person" in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes

9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for students residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

***Source**: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition*

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires all charter petitions to include the following information.

Figure 15: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: ● The facilities to be used by the charter school, including specifically where the charter school intends to locate. ● The manner in which administrative services of the charter school are to be provided. ● Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e., anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

***Source**: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition*

V. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend. By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State- provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

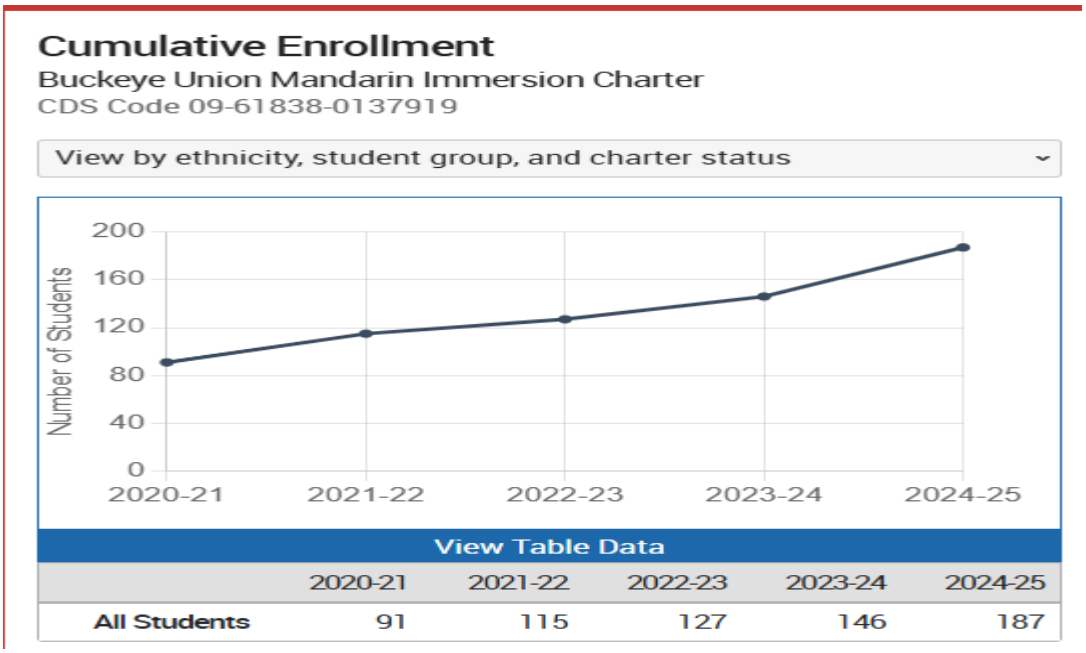
a. State-provided enrollment data
b. Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. The data provided consists of cumulative enrollment which is the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. Cumulative enrollment is calculated at each reporting level (e.g., school, district, county, and state) and therefore is not necessarily additive from one reporting level to the next. For example, if a student is enrolled in multiple schools within a district during the academic year, they are counted once at each school, but only once in the district's cumulative enrollment. At this time, the State does not have any current cumulative enrollment data for charter schools available since the 2020-21 school year to present.

Enrollment has remained stable over the past eight years. The proportion of new students has remained steady, indicating that many families choose to stay at BUMI beyond their first year.

Figure 16: Cumulative Charter School Enrollment Data



	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	91	115	127	146	187

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion Requirements

Since the inception of BUMI, BUSD has not received any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the charter school. There is no evidence that suggests BUMI is failing to serve all students who wish to attend.

VI. Recommendation Summary

To determine if BUMI has adequately met each renewal criteria, Staff considered evidence gathered from the school's petition and supporting documentation and the school's performance during its previous charter term. Staff recommends **APPROVAL** of the renewal petition for the Buckeye Union Mandarin Immersion Charter School for 5 years, beginning July 1, 2026, until June 30, 2031 to serve up to a maximum of 500 students in grades TK-8th grade.