

George A. Buljan Middle School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	George A. Buljan Middle School
Street	100 Hallissy Drive
City, State, Zip	Roseville, CA 95678
Phone Number	916-771-1720
Principal	Greg White
Email Address	gwhite@rcsdk8.org
School Website	https://buljan.rcsdk8.org/
County-District-School (CDS) Code	31669106111967

2023-24 District Contact Information

District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website	www.rcsdk8.org

2023-24 School Description and Mission Statement

Established in 1994, Buljan Middle School, located in the Roseville City School District within Roseville, California, is one of twenty-one schools catering to sixth, seventh, and eighth-grade students. Evolving from an initial enrollment of 458 students to the current population of 878, the school's growth is a testament to its commitment to providing a positive and nurturing learning environment. The collaborative efforts of staff, community members, and students converge to instill values such as responsibility, integrity, and a genuine enthusiasm for learning, shaping well-rounded individuals.

Dedicated to tailoring high-quality education to each student's unique academic, emotional, and social needs, Buljan Middle School focuses on fostering responsibility and productivity. The school takes pride in its rigorous academic curriculum and offers various extracurricular activities, including athletics, music programs, leadership roles, drama, computer science, STEM education, performing arts, diverse clubs, and fitness activities. Employing Positive Behavior Intervention and Supports (PBIS), Buljan emphasizes safety, accountability, respect, and kindness, contributing to a respectful and inclusive school community.

Buljan Middle School achieved Platinum level recognition for PBIS in the 22/23 school year and holds National Demonstration School status for its AVID program. Aligned with RCSD Board and district LCAP goals, the school's School Plan for Student Achievement outlines goals such as enhancing academic achievement in ELA and Math, reducing chronic absenteeism, and improving satisfaction rates among students regarding their sense of safety and support on campus by the end of the 2023/2024 academic year. Through a holistic approach, Buljan Middle School continues to excel academically and athletically, embodying the spirit of the "Home of the Bulldogs."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	293
Grade 7	295
Grade 8	272
Total Enrollment	860

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	50.9%
American Indian or Alaska Native	0.6%
Asian	7.7%
Black or African American	3.6%
Filipino	1.6%
Hispanic or Latino	35.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	5.7%
White	44.2%
English Learners	12.6%
Foster Youth	0.3%
Homeless	3%
Socioeconomically Disadvantaged	61.9%
Students with Disabilities	14.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.70	89.16	476.80	94.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	4.10	5.40	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.33	11.50	2.27	12115.80	4.41
Unknown	1.30	3.41	11.00	2.18	18854.30	6.86
Total Teaching Positions	39.00	100.00	506.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.80	88.61	517.10	93.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	4.21	4.30	0.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	5.36	16.30	2.96	11953.10	4.28
Unknown	0.70	1.78	14.40	2.61	15831.90	5.67
Total Teaching Positions	42.70	100.00	553.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.60	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	1.30	1.30
Total Out-of-Field Teachers	1.30	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.9	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 14, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard ELA 2017	Yes	0
Mathematics	enVision 2023	Yes	0
Science	Amplify Science 2020	Yes	0
History-Social Science	McGraw-Hill - Impact CA Social Studies 2020	Yes	0

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:

Overall Summary of School Facilities Repair Status– Good

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

District

Year and month of the most recent FIT report	12/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Serving windows need replacement, 5 rooms need new carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			countertop in boys and girls restrooms need replacement, restrooms near room 22 need ceiling repaired and painted
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	47	60	57	47	46
Mathematics (grades 3-8 and 11)	33	33	50	49	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	873	848	97.14	2.86	47.41
Female	435	422	97.01	2.99	51.66
Male	437	425	97.25	2.75	43.29
American Indian or Alaska Native	--	--	--	--	--
Asian	71	69	97.18	2.82	57.97
Black or African American	31	29	93.55	6.45	51.72
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	309	303	98.06	1.94	37.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	51	91.07	8.93	62.75
White	384	374	97.40	2.60	51.07
English Learners	93	86	92.47	7.53	15.12
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	29.03
Military	--	--	--	--	--
Socioeconomically Disadvantaged	549	530	96.54	3.46	37.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	113	111	98.23	1.77	18.02

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	873	852	97.59	2.41	33.10
Female	435	422	97.01	2.99	31.52
Male	437	429	98.17	1.83	34.73
American Indian or Alaska Native	--	--	--	--	--
Asian	71	70	98.59	1.41	47.14
Black or African American	31	29	93.55	6.45	24.14
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	309	304	98.38	1.62	22.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	51	91.07	8.93	41.18
White	384	376	97.92	2.08	38.03
English Learners	93	91	97.85	2.15	4.40
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	6.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	549	535	97.45	2.55	23.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	113	111	98.23	1.77	9.91

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.89	32.05	45.53	44.26	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	261	97.03	2.97	31.80
Female	139	135	97.12	2.88	28.15
Male	129	125	96.90	3.10	36.00
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	106	98.15	1.85	19.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	16	84.21	15.79	18.75
White	116	113	97.41	2.59	40.71
English Learners	25	24	96.00	4.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	171	97.16	2.84	23.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	3.45

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.9	100	100	99.3	98.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental involvement is highly valued at Buljan Middle School, where an active partnership is encouraged through participation in various school committees and events. Parents are welcome to engage with the School Site Council (SSC), Parent Teacher Club (PTC), Band Boosters, and the English Learner Advisory Committee (ELAC), fostering a collaborative environment. The Buljan PTC plays a pivotal role in organizing the annual Color Run fundraiser during spring, generating funds to support the site library and fund special activities throughout the year. Moreover, the PTC contributes by providing classroom supplies, materials, and fulfilling teacher requests.

Buljan Middle School is a source of pride for both students and parents, embodying a stable community with values that align with its outstanding programs. The school ensures real-time access to student academic and learning behavior progress, utilizing various communication platforms such as a District-wide messaging system and social media. Parents interested in becoming part of the Buljan community are encouraged to reach out through the school's website at <https://buljan.rcsdk8.org/> or by calling (916) 771-1720. Their involvement is crucial in sustaining the supportive and collaborative atmosphere that defines Buljan Middle School.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	924	903	219	24.3
Female	460	449	111	24.7
Male	462	452	106	23.5
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	7	7	4	57.1
Asian	70	70	9	12.9
Black or African American	36	35	10	28.6
Filipino	14	13	1	7.7
Hispanic or Latino	321	317	95	30.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	59	54	16	29.6
White	410	400	83	20.8
English Learners	121	117	27	23.1
Foster Youth	4	4	1	25.0
Homeless	33	33	22	66.7
Socioeconomically Disadvantaged	579	569	175	30.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	142	138	45	32.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.44	3.26	5.63	0.50	1.45	1.68	0.20	3.17	3.60
Expulsions	0.00	0.11	0.00	0.00	0.02	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.63	0
Female	4.35	0
Male	6.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.14	0
Black or African American	11.11	0
Filipino	0	0
Hispanic or Latino	6.54	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.47	0
White	3.9	0
English Learners	4.96	0
Foster Youth	0	0
Homeless	6.06	0
Socioeconomically Disadvantaged	7.43	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.34	0

2023-24 School Safety Plan

Buljan Middle School has meticulously developed and annually updates a Comprehensive School Safety Plan, delineating precise procedures to be followed in the event of any emergency impacting the school site. This comprehensive plan encompasses strategies for effectively coordinating resources to respond to a range of emergencies, including natural disasters, environmental health issues, accidents, and intruders. Staff members have been strategically assigned roles and receive ongoing training to collaborate efficiently with one another and with public service officers, prioritizing the safety of both students and staff.

Regularly conducted evacuation and lockdown drills ensure that all students and staff members are well-versed in safety protocols. These drills contribute to a collective understanding of emergency response procedures. The Comprehensive School Safety Plan goes beyond crisis management, outlining processes that foster a safe and orderly school environment conducive to learning on a school-wide scale. Buljan's commitment to safety is underscored by the approval of the Comprehensive School Safety Plan by the School Site Council on December 20, 2023, followed by Board approval in February 2024. This dedication to meticulous planning and ongoing review reinforces Buljan Middle School's commitment to ensuring the well-being and security of its school community.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	15	4
Mathematics	28	1	15	4
Science	29	1	16	3
Social Science	29	2	10	8

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	16	3
Mathematics	25	4	18	
Science	25	4	18	1
Social Science	24	4	19	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	6	14	4
Mathematics	30	0	14	4
Science	29	0	17	2
Social Science	31	0	14	4

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	430

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,746	\$3,806	\$8,940	\$91,171
District	N/A	N/A	\$8,202	\$90,162
Percent Difference - School Site and District	N/A	N/A	8.6	4.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	30.2	4.4

Fiscal Year 2022-23 Types of Services Funded

In order to promote the social, academic, and emotional needs of our students, Buljan's school goals focus on three identified areas of need including increasing reading and math performance of all students, providing a safe and positive learning environment for all students, and ensuring the growth of all English learners.

In order to improve curriculum and instruction, funding and services have been designated for training and implementation of Professional Learning Community strategies to sustain school improvement, teacher instructional rounds, (STEM) Science, Technology, Engineering, and Math program, Advancement Via Individual Determination (AVID) program, common core support materials, Pre-AP History program, and an Accelerated Math program.

In order to help provide a safe physical and emotional place on campus for all our students, funding and services have been designated to continue to support the Positive Behavior Intervention and Supports (PBIS) three-tiered framework by renewing the PBIS license, CICO supports, and purchasing rewards/incentives.

Funding and services have also been designated for assessment and instruction in reading and mathematics. iReady content purchased for this purpose includes a comprehensive assessment platform.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,252	\$54,215
Mid-Range Teacher Salary	\$92,217	\$86,843
Highest Teacher Salary	\$107,366	\$111,440
Average Principal Salary (Elementary)	\$132,000	\$140,851
Average Principal Salary (Middle)	\$144,838	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$236,741	\$252,466
Percent of Budget for Teacher Salaries	42.69%	33.16%
Percent of Budget for Administrative Salaries	5.39%	5.15%

Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Buljan include release time and professional development provided to teachers in content areas to provide support and training in the full implementation of the Common Core State Standards, assessments, and lesson planning/development. Site wide implementation of AVID WICOR strategies have been a focus of site professional development days. Also included in site professional development days were workshops on the following: PLC's revisited, EL support strategies from ELD staff, Restorative Practices and Mindset concepts. In addition, site staff have attended AP Collegeboard workshops as we continue to implement Pre-AP course offerings in Social Studies.

PLC teams convene weekly to synchronize practices related to assessment, curriculum, and instruction, while also delving into shared assessment data. Throughout the academic year, these teams scrutinize district and site assessment data, particularly in Writing and Math. Simultaneously, the PBIS team consistently meets to assess and enhance site practices. Members of the PBIS team have actively participated in county-wide professional development trainings focused on implementing the PBIS program. This year's emphasis has been on fortifying Tier II supports, alongside meticulous preparation and planning for Tier III training and implementation. Furthermore, site-specific professional development sessions cover topics such as fostering positive school cultures, refining systems and processes, and addressing subjects derived from staff surveys.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7