

# George A. Buljan Middle School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

<b>District Name</b>	Roseville City School District
<b>Phone Number</b>	(916) 771-1600
<b>Superintendent</b>	Derk Garcia
<b>Email Address</b>	
<b>District Website Address</b>	<a href="http://www.rcsdk8.org">www.rcsdk8.org</a>

## 2022-23 School Overview

Buljan Middle School opened in 1994 and is located in the Roseville City School District within the city limits of Roseville, California. Buljan is one of twenty schools in the district and serves students in sixth, seventh, and eighth grade. Over the years, Buljan has grown in student population from 458 students when it opened to a current enrollment of 870 students. Buljan's school vision is one in which the staff, community, and students work together to provide a positive, nurturing, and safe learning environment that encourages responsibility, integrity, and an enthusiasm for learning. Buljan Middle School's mission is to provide a quality education for each student, which addresses their unique academic, emotional, and social needs, as well as challenges them to become productive and responsible citizens. Buljan Middle School prides itself on offering a challenging academic curriculum and providing students with opportunities to enrich their school experience through participation in athletics, music programs (band, production, guitar), student leadership (ASB and WEB), drama, computer science, STEM through Project Lead the Way, performing arts, various clubs and fitness (including intramurals). Buljan also uses Positive Behavior Intervention and Supports (PBIS) as a school-wide proactive and positive approach to behavior, which outlines school-wide expectations and encourages students to follow the "BARK" rules of Being Safe, Accountable, Respectful, and Kind.

In 2004, Buljan Middle School was named as an AVID (Advancement Via Individual Determination) National Demonstration School and in 2009, Buljan was recognized and selected as one of only a handful of California Distinguished Middle Schools. In 2018, Buljan was re-validated as a School Site of Distinction for AVID. In the 21/22 school year, the California PBIS Coalition recognized Buljan Middle School for successful PBIS implementation at the GOLD level for their excellence in the implementation of the core features of PBIS.

Buljan Middle School offers a comprehensive middle school curriculum that includes accelerated math courses, advanced English classes, pre-AP social science classes, AVID and AVID Excel classes, programs to support English Language Learners (ELL), support for students in special education, and a Flex period for intervention and enrichment opportunities. In addition to academic classes of English Language Arts, Mathematics, Social Studies, and Science, students have the opportunity to choose from a variety of elective courses and physical activities each day. Buljan is "Home of the Bulldogs" and is a member of the Foothills Interscholastic Athletic League (FISAL) and offers competitive sports throughout the school year, which include cross country, flag football, girls and boys volleyball, girls and boys basketball, wrestling, and track and field.

## 2022-23 School Overview

Buljan's school goals are aligned with RCSD Board and district LCAP goals. The following school goals and the action plans are outlined in Buljan's School Plan for Student Achievement.

School goal #1: By May 2023, Buljan will increase the number of students meeting or exceeding standard in each grade level by 5% points on CAASPP, and increase the students scoring at grade level and above on i-Ready by 10% points from the beginning of the year to Winter 2023.

School goal #2: By May 2023, Buljan will increase the number of students meeting or exceeding standard in each grade level by 5% points on CAASPP, and increase the students scoring at grade level and above on i-Ready by 10% points from the beginning of the year to Winter 2023.

School goal #3: By May 2023, 80% of George Buljan Middle School students will earn a BARK buck once per week and 80% of 6th graders and new students will feel supported by WEB.

School goal #4: By Winter of 2023 our percentage of English Learners scoring at or above grade level will increase by 8% points on i-Ready.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	287
Grade 7	273
Grade 8	313
<b>Total Enrollment</b>	<b>873</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.1
Asian	7.4
Black or African American	3.3
Filipino	1.5
Hispanic or Latino	34.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.6
White	45.6
English Learners	11.0
Foster Youth	0.1
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	36.7
Students with Disabilities	13.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.70	89.16	476.80	94.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	4.10	5.40	1.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	3.33	11.50	2.27	12115.80	4.41
<b>Unknown</b>	1.30	3.41	11.00	2.18	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.80	88.61	517.10	93.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.18	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	4.21	4.30	0.78	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.20	5.36	16.30	2.96	11953.10	4.28
<b>Unknown</b>	0.70	1.78	14.40	2.61	15831.90	5.67
<b>Total Teaching Positions</b>	42.70	100.00	553.30	100.00	279044.80	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.

## 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
<b>Total Teachers Without Credentials and Misassignments</b>	1.60	1.80

## 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
<b>Total Out-of-Field Teachers</b>	1.30	2.20

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.90	4.30
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 1, 2022, 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	SpringBoard ELA 2017	Yes	0
<b>Mathematics</b>	Math Links 2018	Yes	0
<b>Science</b>	Amplify Science 2020	Yes	0
<b>History-Social Science</b>	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

12/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		six rooms need new carpet
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Light bulbs in locker rooms need replacement and cleaning
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			

**School Facility Conditions and Planned Improvements**

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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**Overall Facility Rate**

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	49	N/A	60	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	33	N/A	50	N/A	33

## 2021-22 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
<b>All Students</b>	883	857	97.06	2.94	49.30
<b>Female</b>	427	412	96.49	3.51	54.90
<b>Male</b>	456	445	97.59	2.41	44.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	66	63	95.45	4.55	50.79
<b>Black or African American</b>	28	28	100.00	0.00	32.14
<b>Filipino</b>	15	15	100.00	0.00	66.67
<b>Hispanic or Latino</b>	309	299	96.76	3.24	42.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	62	60	96.77	3.23	55.93
<b>White</b>	396	385	97.22	2.78	53.79
<b>English Learners</b>	96	90	93.75	6.25	11.24
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	13	12	92.31	7.69	16.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	326	311	95.40	4.60	36.66
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	111	106	95.50	4.50	16.04

## 2021-22 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
<b>All Students</b>	883	860	97.40	2.60	33.37
<b>Female</b>	427	412	96.49	3.51	29.85
<b>Male</b>	456	448	98.25	1.75	36.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	66	65	98.48	1.52	53.85
<b>Black or African American</b>	28	28	100.00	0.00	10.71
<b>Filipino</b>	15	15	100.00	0.00	33.33
<b>Hispanic or Latino</b>	309	300	97.09	2.91	21.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	62	58	93.55	6.45	34.48
<b>White</b>	396	387	97.73	2.27	40.31
<b>English Learners</b>	96	93	96.88	3.12	7.53
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	13	12	92.31	7.69	8.33
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	326	313	96.01	3.99	22.68
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	111	106	95.50	4.50	9.43

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	33.89	NT	45.53	28.5	29.47

## 2021-22 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
<b>All Students</b>	312	303	97.12	2.88	33.89
<b>Female</b>	130	123	94.62	5.38	28.69
<b>Male</b>	182	180	98.9	1.1	37.43
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	25	24	96	4	45.83
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	108	103	95.37	4.63	28.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100	0	38.89
<b>White</b>	138	135	97.83	2.17	36.3
<b>English Learners</b>	24	24	100	0	4.17
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	110	103	93.64	6.36	27.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	36	94.74	5.26	8.57

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	94	95	97	96	100

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parents play a very important role at Buljan Middle School. An active partnership is encouraged through their participation and involvement in School Site Council (SSC), Parent Teacher Club (PTC), Band Boosters, English Learner Advisory Committee (ELAC), various annual events, and regular volunteering of their services in various capacities. Buljan's PTC helps coordinate a Color Run fundraiser in the spring to raise money that supports our site library and special activities throughout the year. In addition, our Buljan PTC provides classroom supplies, materials, and items as requested by teachers.

Buljan fosters a source of pride for students and parents. The school enjoys a stable community with values that support our many outstanding programs. Buljan Middle School provides students and parents with real time access to student academic and learning behavior progress throughout the school year. Buljan uses a variety of communication platforms to ensure accurate and efficient home communications including a District wide messaging system and social media. Parents wishing to become involved in the Buljan community are encouraged to contact the school at <https://buljan.rcsdk8.org/>, or call (916) 771-1720.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	951	924	298	32.3
Female	455	446	146	32.7
Male	496	478	152	31.8
American Indian or Alaska Native	4	4	2	50.0
Asian	72	68	12	17.6
Black or African American	32	30	11	36.7
Filipino	15	14	1	7.1
Hispanic or Latino	325	317	120	37.9
Native Hawaiian or Pacific Islander	6	5	1	20.0
Two or More Races	64	62	19	30.6
White	428	419	131	31.3
English Learners	116	108	33	30.6
Foster Youth	2	2	2	100.0
Homeless	16	16	9	56.3
Socioeconomically Disadvantaged	385	369	151	40.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	130	127	50	39.4

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.77	1.15	2.45
Expulsions	0.21	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.44	3.26	0.50	1.45	0.20	3.17
Expulsions	0.00	0.11	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.26	0.11
Female	1.98	0.00
Male	4.44	0.20
American Indian or Alaska Native	0.00	0.00
Asian	6.94	0.00
Black or African American	3.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	2.57	0.23
English Learners	2.59	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.19	0.26
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.31	0.00



## 2022-23 School Safety Plan

Buljan Middle School has developed a Comprehensive School Safety Plan outlining the procedures to be followed in the event of an emergency affecting the school site. The plan is reviewed and updated annually and includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. The staff has been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff. Evacuation and lockdown drills are practiced on a regular basis and all students and staff members are updated on safety practices. The Comprehensive School Safety Plan also outlines the processes in place to create a safe and orderly school environment ensuring school-wide safety and one that is conducive to learning. Buljan's Comprehensive School Safety Plan was reviewed, updated, and approved by the School Site Council on December 20, 2022, and Board approved in February 2023.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	9	17	2
Mathematics	28	2	18	2
Science	29	3	16	2
Social Science	29	3	12	6

## 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	

## 2021-22 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	873

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$11,403	\$3,443	\$7,959	\$90,966
District	N/A	N/A	\$7,047	\$87,043
Percent Difference - School Site and District	N/A	N/A	12.2	4.4
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	18.8	4.1

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$45,217	\$52,641
Mid-Range Teacher Salary	\$88,246	\$83,981
Highest Teacher Salary	\$102,743	\$107,522
Average Principal Salary (Elementary)	\$126,918	\$136,247
Average Principal Salary (Middle)	\$138,354	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$229,800	\$242,166
Percent of Budget for Teacher Salaries	43%	34%
Percent of Budget for Administrative Salaries	6%	5%

## 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: Google Apps implementation (Google Classroom, Google Docs, etc.) to enhance student learning using 21st century technology, 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 meet once a week to align practices regarding assessment, curriculum and instruction. Throughout the year, PLC teams analyze district assessment data from the district Writing and Math assessments. The PBIS team is rebooting the PBIS program by participating in Year Two training in order to analyze and improve site practices. The PBIS team have attended on-going county wide professional development trainings in the implementation of the PBIS program with the focus this year on putting systems in place for intervention and positive student recognition. In addition, a small team of administration and teachers, attended a PLC Summit in order to refine our current PLC practices.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	7	7