

George A. Buljan Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	6-8
County-District-School (CDS) Code	31669106111967

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Established in 1994, Buljan Middle School in Roseville, California, serves sixth through eighth-grade students with a current enrollment of 293 sixth graders, 280 seventh graders, and 302 eighth graders. Buljan is proud to be recognized as an AVID National Demonstration School and a Platinum PBIS site, reflecting its dedication to academic excellence and a culture of safety, accountability, respect, and kindness. The school's robust academic program is complemented by a growing array of elective options, including Visual and Performing Arts (Choir and Dance), Spanish, Computer Science, Music/Band, and AVID electives, as well as AVID Excel for English learners.

2024-25 School Description and Mission Statement

Students are celebrated each trimester for outstanding attendance, consistent learning behaviors, and academic achievement. Beyond academics, Buljan offers a wide range of extracurricular activities, including basketball, flag football, volleyball, track, cross country, and wrestling. The school fosters student engagement through an active WEB mentorship program and vibrant student government. A thriving library, two full-time counselors, and a school psychologist provide essential academic and emotional support, ensuring all students feel valued and prepared to succeed.

With a talented and creative staff committed to every student's growth, Buljan continues to cultivate a positive, inclusive learning environment. Its ELD program serves a growing English learner community, while the active Parent Teacher Club works to support the school's mission. Buljan Middle School is proud to embody the spirit of the "Home of the Bulldogs," nurturing well-rounded individuals prepared to excel academically, socially, and athletically.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	273
Grade 7	297
Grade 8	302
Total Enrollment	872

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.5
Asian	8.1
Black or African American	4.6
Filipino	1.3
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.1
White	45.2
English Learners	12.2
Foster Youth	0.3
Homeless	3.3
Migrant	0.2
Socioeconomically Disadvantaged	72.6
Students with Disabilities	13.9

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	37.50	93.75	510.70	93.72	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	2.00	6.50	1.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.97	15.30	2.81	11746.90	4.23
Unknown/Incomplete/NA	0.50	1.25	11.30	2.08	14303.80	5.15
Total Teaching Positions	40.00	100.00	544.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.60	1.80	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.60	1.80	0.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	1.30	1.30	1.1
Total Out-of-Field Teachers	1.30	2.20	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.90	4.3	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 12, 2024, 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th Grade: Amplify 2024, 7th/8th Grade StudySync 2024	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

Note: Cells with N/A values do not require data.

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

12/2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	44	57	56	46	47
Mathematics (grades 3-8 and 11)	33	32	49	49	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	885	853	96.38	3.62	43.61
Female	428	406	94.86	5.14	51.48
Male	457	447	97.81	2.19	36.47
American Indian or Alaska Native	--	--	--	--	--
Asian	78	75	96.15	3.85	50.67
Black or African American	35	32	91.43	8.57	15.63
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	292	283	96.92	3.08	36.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	66	65	98.48	1.52	46.15
White	393	377	95.93	4.07	49.07
English Learners	96	82	85.42	14.58	7.32
Foster Youth	--	--	--	--	--
Homeless	27	25	92.59	7.41	16.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	643	621	96.58	3.42	38.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	108	99.08	0.92	12.04

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	886	868	97.97	2.03	32.49
Female	429	414	96.50	3.50	28.02
Male	457	454	99.34	0.66	36.56
American Indian or Alaska Native	--	--	--	--	--
Asian	78	76	97.44	2.56	39.47
Black or African American	35	32	91.43	8.57	15.63
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	293	291	99.32	0.68	23.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	66	65	98.48	1.52	36.92
White	393	383	97.46	2.54	38.64
English Learners	96	94	97.92	2.08	7.45
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00	0.00	3.70
Military	--	--	--	--	--
Socioeconomically Disadvantaged	643	631	98.13	1.87	27.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	108	99.08	0.92	7.41

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	32.05	27.34	44.26	43.48	30.29	30.73

2023-24 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	303	293	96.70	3.30	26.96
Female	153	144	94.12	5.88	26.39
Male	150	149	99.33	0.67	27.52
American Indian or Alaska Native	0	0	0	0	0
Asian	30	29	96.67	3.33	34.48
Black or African American	16	15	93.75	6.25	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	90	88	97.78	2.22	14.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	31.82
White	135	130	96.30	3.70	33.85
English Learners	23	22	95.65	4.35	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	206	98.10	1.90	23.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	36	100.00	0.00	11.11

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.

2023-24 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 requires only participation results 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	95	95	95	95	99

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.

2024-25 Opportunities for Parental Involvement

Parental involvement is highly valued at Buljan Middle School, where families are encouraged to actively participate in school committees and events. Opportunities for engagement include the School Site Council (SSC), Parent Teacher Club (PTC), and the English Learner Advisory Committee (ELAC). The Buljan PTC plays a key role in supporting the school community, organizing major fundraisers such as the annual Color Run in the spring and a fall fundraiser, which generate funds to enhance the library, support special activities, and provide classroom supplies and materials. Through these efforts, the PTC helps fulfill teacher requests and enrich the learning experience for all students.

Buljan Middle School fosters a strong partnership with parents, offering real-time access to student academic progress and learning behaviors through communication platforms such as a District-wide messaging system and social media. Parents are encouraged to visit the school's website at <https://buljan.rcsdk8.org/> or call (916) 771-1720 to learn more about getting involved. Together, families and staff create the supportive and collaborative environment that defines Buljan Middle School, ensuring continued success for all students.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	932	918	150	16.3
Female	450	445	70	15.7
Male	482	473	80	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	81	79	11	13.9
Black or African American	41	41	13	31.7
Filipino	11	11	0	0.0
Hispanic or Latino	309	302	56	18.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	67	65	7	10.8
White	409	407	60	14.7
English Learners	128	127	27	21.3
Foster Youth	--	--	--	--
Homeless	43	39	23	59.0
Socioeconomically Disadvantaged	682	673	127	18.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	132	131	39	29.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.26	5.63	6.87	1.45	1.68	2.51	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.11	0	0.32	0.02	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.87	0.32
Female	6.22	0.00
Male	7.47	0.62
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.41	0.00
Black or African American	9.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.41	0.65
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.97	0.00
White	5.62	0.24
English Learners	8.59	0.00
Foster Youth	0.00	0.00
Homeless	18.60	2.33
Socioeconomically Disadvantaged	8.06	0.44
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.12	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Buljan Middle School prioritizes the safety and well-being of its students and staff through a meticulously developed and annually updated Comprehensive School Safety Plan. This plan outlines detailed procedures for responding to emergencies such as natural disasters, environmental health issues, accidents, and intruders. Staff members are assigned specific roles and

2024-25 School Safety Plan

receive ongoing training to coordinate effectively with one another and public service agencies, ensuring a swift and efficient response during emergencies.

Regular evacuation, fire, and lockdown drills are conducted throughout the school year, ensuring all students and staff are well-prepared and familiar with safety protocols. These proactive measures foster a shared understanding of emergency response procedures, contributing to a secure and orderly school environment. In addition to crisis management, the plan includes strategies that promote a safe, inclusive, and productive learning atmosphere.

The Comprehensive School Safety Plan was reviewed and approved by the School Site Council on December 19, 2024, and is scheduled for Board approval in February 2025. This rigorous approach to safety planning and continuous review underscores Buljan Middle School's commitment to maintaining a secure environment where students can thrive academically and socially.

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		14	4
Science	29		17	2
Social Science	31		14	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	5
Mathematics	29	1	15	4
Science	32		11	8
Social Science	29		19	1

2023-24 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	290.67

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,433	\$4,730	\$9,702	130,352
District	N/A	N/A	\$9,098	\$97,790
Percent Difference - School Site and District	N/A	N/A	6.4	28.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-10.4	30.0

Fiscal Year 2023-24 Types of Services Funded

To address the social, academic, and emotional needs of all students, Buljan Middle School's goals focus on three key areas: improving reading and math performance, providing a safe and positive learning environment, and ensuring the growth and success of English learners.

Funding and services are strategically allocated to enhance curriculum and instruction. This includes supporting the implementation of Professional Learning Community (PLC) strategies, conducting teacher instructional rounds, and maintaining strong STEM (Science, Technology, Engineering, and Math) programs. Additionally, funding supports the AVID program, which holds National Demonstration School status, as well as AVID Excel for English learners, and common core-aligned instructional materials. Investments have been made in the Pre-AP History program and the Accelerated Math program to ensure all students have access to rigorous academic opportunities.

To support student achievement in ELA and Math, funding has been allocated to adopt both the iReady and IXL platforms. These tools provide comprehensive assessment and instructional content that helps identify learning gaps and deliver targeted interventions. iReady serves as a diagnostic and instructional tool, while IXL offers personalized, skill-based practice and enrichment opportunities to ensure growth across a range of proficiency levels.

To promote a safe and supportive campus environment, funding is allocated to sustain the Positive Behavior Intervention and Supports (PBIS) three-tiered framework. This includes renewing the PBIS license, continuing Check-In/Check-Out (CICO) supports, and purchasing rewards and incentives to recognize positive behaviors.

Buljan Middle School remains committed to ensuring that all students thrive in an environment where their academic, social, and emotional needs are met with tailored support and resources.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$51,032	\$58,553
Mid-Range Teacher Salary	\$99,594	\$93,924
Highest Teacher Salary	\$115,955	\$119,489
Average Principal Salary (Elementary)	\$135,935	\$149,898
Average Principal Salary (Middle)	\$158,377	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$265,000	\$270,432
Percent of Budget for Teacher Salaries	41%	32%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

In alignment with Roseville City School District board goals, Buljan Middle School follows a comprehensive professional development plan established by the Professional Development Advisory Committee (PDAC). The District provides four professional development days annually for all staff, complemented by three additional site-based professional development days to address specific school goals.

Professional development at Buljan focuses on enhancing instructional practices and addressing student needs. This year, key areas of emphasis include improving reading comprehension, particularly with informational texts, and advancing writing skills through AVID WICOR strategies. Integrated professional development sessions emphasize combining EL and AVID strategies to support diverse learners effectively. Additionally, site PD includes vertical articulation efforts to align curriculum and expectations across grade levels, ensuring continuity and progression in student learning. PLC teams meet weekly to align pacing guides, develop common assessments, and analyze data in collaborative data team meetings to drive instructional decisions.

Site-wide efforts include workshops on restorative practices, mindset concepts, and behavior management, as well as training on the IXL platform to support differentiated instruction in ELA and Math. The PBIS team and PLCs consistently use assessment data to refine practices, improve outcomes, and foster a safe, inclusive, and positive school culture. Professional development remains integral to Buljan's commitment to continuous improvement and alignment with its AVID and PBIS initiatives.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7