

# George A. Buljan Middle School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | George A. Buljan Middle School  |
| <b>Street</b>                     | 100 Hallissy Dr.  |
| <b>City, State, Zip</b>           | Roseville, CA 95678   |
| <b>Phone Number</b>               | 916-771-1720  |
| <b>Principal</b>                  | Ryan Hartsoch   |
| <b>E-mail Address</b>             | rhartsoch@rcsdk8.org  |
| <b>Web Site</b>                   | <a href="http://www.rcsdk8.org/apps/pages/?uREC_ID=89900&amp;type=d">http://www.rcsdk8.org/apps/pages/?uREC_ID=89900&amp;type=d</a> |
| <b>CDS Code</b>                   | 31669106111967  |

| <b>District Contact Information</b> |                                |
|-------------------------------------|--------------------------------|
| <b>District Name</b>                | Roseville City School District |
| <b>Phone Number</b>                 | (916) 771-1600                 |
| <b>Superintendent</b>               | Derk Garcia                    |
| <b>E-mail Address</b>               |                                |
| <b>Web Site</b>                     | www.rcsdk8.org                 |

### School Description and Mission Statement (School Year 2017-18)

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 nineteen 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 that is just under 1,100 students. Buljan's school vision is that all students can learn at high levels. Buljan Middle School's mission is to provide a safe and positive learning environment, to encourage students to think critically and to inspire all students to take advantage of the opportunities afforded them both in and out of the classroom. 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, choir, guitar), student leadership (ASB and WEB), yearbook, cheerleading, multi-media, drama, industrial arts, computer science, 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 (Be 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 2016, Buljan was re-validated as a National Demonstration School for AVID. Buljan Middle School offers a comprehensive middle school curriculum that includes accelerated math courses, Gifted and Talented Education (GATE) English classes, STEP period for intervention and enrichment opportunities, programs to support English Language Learners (ELL), a Bridges program for 7th grade students who need extra support in core classes, and support for students in special education. 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 activity 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.

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 Single Plan for Student Achievement. School goal #1: Each grade level class will show a 5% growth on their Reading and Writing domains based on ELA CAASPP, CELDT and iReady scores. School goal #2: 80% positive response by staff on site professional development opportunities and engagement in PLC's. 80% positive response by families on high interest program availability. 80% implementation of focused AVID methodologies as evidenced by Instructional Rounds data. School goal #3: Buljan Middle School will provide a safe physical and emotional place on campus for all our students as evidenced by SWIS data. School goal #4: Buljan Middle School will continue to increase student to device ratio in order to allow for increased access to technology needed for instructional support tied to Common Core Standards and improved student achievement. Data used to form and measure these goals include CAASPP scores, iReady scores, CELDT scores, local and district writing assessments, administrative walkthroughs, student surveys, staff surveys, and SWIS data.

### Student Enrollment by Grade Level (School Year 2016-17)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 6</b>          | 338                       |
| <b>Grade 7</b>          | 374                       |
| <b>Grade 8</b>          | 387                       |
| <b>Total Enrollment</b> | 1,099                     |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.6                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 5.3                         |
| Filipino                            | 2.1                         |
| Hispanic or Latino                  | 25.2                        |
| Native Hawaiian or Pacific Islander | 0.9                         |
| White                               | 58.1                        |
| Two or More Races                   | 3.4                         |
| Socioeconomically Disadvantaged     | 31.3                        |
| English Learners                    | 8.8                         |
| Students with Disabilities          | 8.1                         |
| Foster Youth                        | 0.5                         |

**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.

**Teacher Credentials**

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   | 45      | 43      | 43      | 470      |
| Without Full Credential  | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 1        |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/7/17

Roseville City Elementary held a public hearing on September 7, 2017 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.

| Subject                | Textbooks and Instructional Materials/<br>Year of Adoption | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts  | SpringBoard ELA  | Yes                              | 0   |
| Mathematics            | Carnegie 2015  | Yes                              | 0   |
| Science                | Science Pearson/ Prentice Hall 2007                        | Yes                              | 0   |
| History-Social Science | History/Social Science<br>Holt, Rinehart & Winston 2006    | Yes                              | 0   |

## School Facility Conditions and Planned Improvements (Most Recent Year)

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### 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

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year)                   |               |      |      |   |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 12/2017                   |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|   | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X             |      |      |   |
| <b>Interior:</b> Interior Surfaces                                      | X             |      |      |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | X             |      |      |   |
| <b>Electrical:</b> Electrical   | X             |      |      |   |
| <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> Playground/School Grounds, Windows/ Doors/Gates/Fences |               | X    |      | Asphalt repairs and seal coat             |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: 12/2017 |           |      |      |      |
|---|-----------|------|------|------|
| Overall Rating  | 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 62  | 60      | 63       | 63      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    | 45  | 40      | 53       | 51      | 36      | 37      |

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | "1,095"          | "1,078"       | 98.45          | 59.83                   |
| Male                                | 560              | 552           | 98.57          | 52.54                   |
| Female                              | 535              | 526           | 98.32          | 67.49                   |
| Black or African American           | 28               | 27            | 96.43          | 66.67                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 56               | 55            | 98.21          | 78.18                   |
| Filipino                            | 21               | 20            | 95.24          | 75                      |
| Hispanic or Latino                  | 274              | 269           | 98.18          | 44.24                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 637              | 629           | 98.74          | 64.55                   |
| Two or More Races                   | 42               | 42            | 100            | 66.67                   |
| Socioeconomically Disadvantaged     | 364              | 353           | 96.98          | 44.48                   |
| English Learners                    | 161              | 156           | 96.89          | 33.97                   |
| Students with Disabilities          | 104              | 102           | 98.08          | 19.61                   |
| Foster Youth                        | --               | --            | --             | --                      |

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 1,092            | 1,073         | 98.26          | 40.26                   |
| Male                                | 560              | 552           | 98.57          | 40.04                   |
| Female                              | 532              | 521           | 97.93          | 40.5                    |
| Black or African American           | 28               | 27            | 96.43          | 37.04                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 56               | 55            | 98.21          | 69.09                   |
| Filipino                            | 21               | 21            | 100            | 52.38                   |
| Hispanic or Latino                  | 273              | 267           | 97.8           | 21.72                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 637              | 627           | 98.43          | 45.45                   |
| Two or More Races                   | 42               | 42            | 100            | 45.24                   |
| Socioeconomically Disadvantaged     | 362              | 351           | 96.96          | 23.65                   |
| English Learners                    | 159              | 156           | 98.11          | 18.59                   |
| Students with Disabilities          | 102              | 100           | 98.04          | 11                      |
| Foster Youth                        | --               | --            | --             | --                      |

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                       | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|-------------------------------|---|---------|----------|---------|---------|---------|
|                               | School  |         | District |         | State   |         |
|                               | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 72  | 73      | 73       | 73      | 60      | 56      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 7           | 15.3  | 24.3                  | 43.9                 |

Note: 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.

## 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 for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents play a very important role at Buljan Middle School. 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 their main fundraiser, a fun run in the spring, to raise money that supports special activities like teacher appreciation week and Homework Club as well as provide special supplies as requested by teachers.

Buljan has become a focal point and center for students and their parents. The school enjoys a very stable community with values that support our many programs for students. Buljan Middle School also provides a school website that enables students and parents the ability to retrieve homework and classroom assignments as well as an online grade book, which gives parents continuous access to their child's grades. Buljan also uses School Messenger and a school Facebook page for school to home communication. Parents wishing to become involved in the Buljan community are encouraged to contact the school at [www.rcsdk8.org](http://www.rcsdk8.org) and click on Schools then Buljan, then PTC, <http://facebook.com/buljanptc>, or call (916) 771-1720.

### 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

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 5.1     | 6.6     | 9.1     | 3.0      | 2.7     | 3.2     | 3.8     | 3.7     | 3.6     |
| Expulsions  | 0.0     | 0.1     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |



## School Safety Plan (School Year 2017-18)

The safety committee at 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 includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Staff have 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. Buljan's Comprehensive School Safety Plan is updated annually by the School Safety Committee and approved by Buljan's School Site Council.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

| Indicator   | School | District  |
|---|--------|-----------|
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2012-2013 |
| Year in Program Improvement*                        |        | Year 2    |
| Number of Schools Currently in Program Improvement  | N/A    | 3         |
| Percent of Schools Currently in Program Improvement | N/A    | 100       |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2014-15         |                      |       | 2015-16 |                 |                      | 2016-17 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+     |                 | 1-22                 | 23-32   | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 30              | 2                    | 16    | 8       | 26              | 5                    | 19      | 5   | 28              | 6                    | 11    | 12  |
| Mathematics    | 29              | 3                    | 17    | 6       | 21              | 2                    | 2       | 1   | 23              | 2                    | 3     |     |
| Science        | 31              |                      | 16    | 7       | 29              | 1                    | 22      | 2   | 31              | 1                    | 15    | 9   |
| Social Science | 31              |                      | 16    | 7       | 29              | 1                    | 20      | 4   | 32              | 1                    | 10    | 13  |

Note: Number of classes indicates how many classrooms 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.

### Academic Counselors and Other Support Staff (School Year 2016-17)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | 0   |
| Counselor (Social/Behavioral or Career Development) | 1                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | .75                              | N/A   |
| Psychologist  | .5                               | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | .2                               | N/A   |
| Speech/Language/Hearing Specialist                  | .5                               | N/A   |
| Resource Specialist                                 | 3                                | N/A   |
| Other   | 0                                | N/A   |

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$8,813                | \$2,235                  | \$6,578             | \$83,144               |
| District                                     | N/A                    | N/A                      | \$6,509             | \$80,553               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 1.1                 | 2.7                    |
| State  | N/A                    | N/A                      | \$6,574             | \$78,363               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -2.1                | 7.7                    |

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

**Types of Services Funded (Fiscal Year 2016-17)**

In order to promote the social, academic, emotional, and safety of Buljan students, Buljan's school goals focus on four identified areas of need including improving technology, improving curriculum and instruction to support the implementation of the Common Core State Standards (CCSS), improving school climate and providing a safe and positive learning environment for all students, and improving students ability to read analytically.

To improve technology at Buljan and to improve student achievement, funding and services have been designated for standardizing all classrooms and giving equal access for all students to technology by upgrading and expanding Buljan's hardware and network system. Buljan has used funding to purchase chrome books, document cameras, projectors and mounts, and printers, while also designating funds for a technology coordinator to help with overseeing the technology maintenance and needs of the school site.

In order to improve curriculum and instruction and to support the implementation of the CCSS, funding and services have been designated for training and implementation of the Science, Technology, Engineering, and Math (STEM) program, training and implementation of the Advancement Via Individual Determination (AVID) program, release time for collaboration and professional development, common core support materials, English Language Arts and Math site coaches, and an Accelerated Math program for math intervention.

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) program by renewing the PBIS license, providing release time for professional development, purchasing rewards/incentives, and providing school wide assemblies.

Lastly, to improve reading skills and ensure all students can read analytically, funding and services have been designated to hire an instructional assistant to provide pull-out/push-in support for English Language Learners (ELL) and to hire a reading intervention specialist to improve reading levels of students performing significantly below grade level. Funding and services have also been designated for assessment and instruction in reading. iReady content purchased for this purpose includes a comprehensive assessment platform along with digital curriculum and reporting functioning.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$41,775        | \$48,678                                     |
| Mid-Range Teacher Salary                      | \$81,529        | \$78,254                                     |
| Highest Teacher Salary                        | \$94,924        | \$96,372                                     |
| Average Principal Salary (Elementary)         | \$110,722       | \$122,364                                    |
| Average Principal Salary (Middle)             | \$125,320       | \$125,958                                    |
| Average Principal Salary (High)               |                 | \$126,758                                    |
| Superintendent Salary                         | \$197,499       | \$212,818                                    |
| Percent of Budget for Teacher Salaries        | 45%             | 38%  |
| Percent of Budget for Administrative Salaries | 6%              | 5%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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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.