

**George A. Buljan Middle School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	George A. Buljan Middle School
Street	100 Hallissy Dr.
City, State, Zip	Roseville, CA 95678
Phone Number	916-771-1720
Principal	Ryan Hartsoch
Email Address	<a href="mailto:rhartsoch@rcsdk8.org">rhartsoch@rcsdk8.org</a>
Website	<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>
County-District-School (CDS) Code	31669106111967

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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 of 928 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, drama, 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 2018, Buljan was re-validated as a School Site of Distinction 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 and 8th 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 School Plan for Student Achievement.

School goal #1: Each grade level class will show a 5% growth in ELA and Math student performance as evidenced by iReady scores.

School goal #2: Teachers not trained in AVID methodologies will attend the AVID Summer Institute summer of 2021. 80% implementation of focused AVID methodologies as evidenced by AVID visits (admin and teachers).

School goal #3: 80% of students receive a BARK buck once a week. 80% of new students feel supported by the WEB program.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 6	307
Grade 7	301
Grade 8	326
<b>Total Enrollment</b>	934

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.3
Asian	4.9
Filipino	2.5
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0.9
White	50.1
Two or More Races	6.3
Socioeconomically Disadvantaged	40.3
English Learners	6.5
Students with Disabilities	11.1
Foster Youth	0.2
Homeless	1.8

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	39	39	37	478
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	1	15	13	48

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/10/20

Roseville City Elementary held a public hearing on September 6, 2018, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard ELA	Yes	0
Mathematics	Math Links	Yes	0
Science	Science Pearson/ Prentice Hall 2007	Yes	0
History-Social Science	History/Social Science Holt, Rinehart & Winston 2006	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

**School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 10/2020**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	Light bulbs and ceiling tiles need replacement in multiple areas
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Fair	
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	57	N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)	38	N/A	53	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	37	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

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 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. Due to COVID, all parent involvement is virtual for the 2020-2021 school year.

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 Swift and a school Facebook and Twitter 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.0	8.7	3.2	2.4	3.5	3.5
Expulsions	0.1	0.2	0.1	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.0	1.3	
Expulsions	.2	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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. 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. Buljan's Comprehensive School Safety Plan is updated annually by the School Safety Committee and approved by Buljan's School Site Council each school year.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	28	4	17	6	25	6	20	3	23	9	17	2
Mathematics	30	1	17	4	31	1	12	7	28	2	18	2
Science	30	2	18	4	30	2	11	9	29	3	16	2
Social Science	29	1	21	2	31	1	12	8	29	3	12	6

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	934

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,813	\$2,990	\$7,822	\$91,579
<b>District</b>	N/A	N/A	\$7,557	\$85,382
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.4	7.0
<b>State</b>	N/A	N/A	\$7,750	\$84,183
<b>Percent Difference - School Site and State</b>	N/A	N/A	0.9	8.4

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 improving instruction to support academic growth of our students, improving school climate and providing a safe and positive learning environment for all students, and increase reading and math performance of all students.

In order to improve curriculum and instruction, 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, 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) program by renewing the PBIS license, CICO supports, and purchasing rewards/incentives.

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,330	\$51,004
Mid-Range Teacher Salary	\$86,516	\$82,919
Highest Teacher Salary	\$100,728	\$104,604
Average Principal Salary (Elementary)	\$125,265	\$131,277
Average Principal Salary (Middle)	\$134,938	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$217,646	\$230,860
Percent of Budget for Teacher Salaries	42.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

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.