



George A. Buljan Middle School

2011-2012 School Accountability Report Card

**Roseville City
Elementary
School District**

**School Address:
100 Hallissy Dr.
Roseville, CA
95678**

**District Address:
1050 Main St.
Roseville, CA
95678**

(916) 771-1600

www.rcsdk8.org

School Description and Mission Statement

Buljan Middle School is located in the Roseville City School District within the city limits of Roseville, CA. This school is one of eighteen in the District. Buljan Middle School opened in January of 1994. The school serves students in grades sixth, seventh, and eighth.

Buljan School's vision is that all students can learn at high levels. Buljan Middle School's mission is to provide a quality education for each student, which addresses their unique academic, emotional, and social needs, as well as challenge them to become productive and responsible citizens.

Buljan School prides itself on offering a challenging academic curriculum and providing students with opportunities to enrich their school experience through participation in athletics, instrumental band, student leadership, yearbook, journalism, cheerleading, multi-media, drama, art, industrial arts, computers, performing arts, various clubs, and fitness (including intramural athletics).

Student Enrollment by Ethnic Group

2011-12

	Percentage
African American	4.1%
American Indian	0.9%
Asian	6.1%
Filipino	4.3%
Hispanic or Latino	20.4%
Pacific Islander	0.7%
White	62.3%
Two or More	1.1%
None Reported	-

Discipline & Climate for Learning

Students at George A. Buljan Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of George A. Buljan Middle School discipline program is to ensure the safety of all students and provide a classroom environment conducive to learning. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook which is located in the front section of each student's planner. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions

	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	78	99	60	381	405	313
Suspension Rate	6.7%	8.4%	5.0%	4.0%	4.1%	3.2%
Expulsions	4	3	2	7	6	11
Expulsion Rate	0.3%	0.3%	0.2%	0.1%	0.1%	0.1%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: CJSF, Builder's Club, AVID, game club, juggling club, book club, and lunchtime intermurals. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Cross country, flag football, basketball, wrestling, track, and volleyball. Buljan Middle School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during student of the month breakfasts, principal's luncheon, honor student ice cream social, and 8th grade promotion ceremony.

Enrollment by Grade

The chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
6th	410	420	396
7th	366	402	409
8th	381	363	400

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
10	11	12	10	11	12	10	11	12	10	11	12	
By Grade Level												
6	-	4	6	-	1	1	-	-	-	-	-	-
By Subject Area												
English	-	29	31	-	1	-	-	19	15	-	7	6
Mathematics	-	29	28	-	-	-	-	24	20	-	2	2
Science	-	31	31	-	-	-	-	14	11	-	11	7
Social Science	-	31	30	-	1	-	-	17	18	-	7	1

Counseling & Support Staff (School Year 2011-12)

It is the goal of George A. Buljan Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at George A. Buljan Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Technician	1	.80
Nurse	1	.2
School Psychologist	1	.60
Speech/Language/Hearing Specialist	1	.2

Teacher Assignment

Roseville City Elementary recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	48	48	50	416
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.8%	0.2%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Professional Development

In alignment with district and school goals, training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three professional development days annually where staff is offered professional growth opportunities that correspond to student and teacher needs as identified through data analysis.

Parent Involvement

Parents play a very important role at Buljan Middle School through their active participation and involvement in School Site Council, Parent Teacher Club, Band Boosters, Technology Boosters, various annual events, and regular volunteering of their services in the classrooms. 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 is also happy to provide a Homework Hotline program that enables students and parents the ability to retrieve homework and classroom assignments via the phone, provide parent access to the online grade book, and teacher websites.

Parents wishing to become involved in the Buljan community are encouraged to contact the school at (916) 771-1720.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact George A. Buljan Middle School at 916-771-1720.

Instructional Materials (School Year 2012-13)

Roseville City Elementary held a public hearing on September 20, 2012 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. The table displays information collected in October, 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	History/Social Science	Holt, Rinehart & Winston	2006	Yes	0.0%
6th-8th	Mathematics	Holt	2009	Yes	0.0%
6th-8th	Reading/ Language Arts	Holt	2003	Yes	0.0%
6th-8th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%

Additional Internet Access/Public Libraries

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 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.

Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvement (School Year 2011-2012)

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 school 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 Good Repair Status

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.

Overall Summary of School Facilities Good Repair Status

Overall Summary – Exemplary

School Facility Conditions				
Date of Last Inspection: 01/14/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program. For the 2011-2012 year, the district expensed \$234,110 for the deferred maintenance program.

School Safety Plan

The safety committee at Buljan Middle School has developed a Comprehensive School Site Safety Plan outlining the procedures to be followed in the event of an emergency affecting the school site. The plan included 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. All students and staff members are routinely drilled throughout the school year on a monthly basis the various procedures outlined in the safety plan. The Comprehensive School Site Plan is reviewed and approved by the Buljan School Site Council by the 1st of March each year.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	8	9	8
Similar Schools	5	7	6
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	22	-	17
Hispanic or Latino			
Actual API Change	34	23	15
White			
Actual API Change	19	3	19
Socioeconomically Disadvantaged			
Actual API Change	39	5	5
English Learners			
Actual API Change	-	15	17

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,168	871	7,374	881	4,664,264	788
Black or African American	51	839	251	866	313,201	710
American Indian or Alaska Native	14	761	60	789	31,606	742
Asian	74	945	551	942	404,670	905
Filipino	52	926	345	923	124,824	869
Hispanic or Latino	237	792	1,461	804	2,425,230	740
Native Hawaiian/Pacific Islander	12	857	62	868	26,563	775
White	728	890	4,634	898	1,221,860	853
Socioeconomically Disadvantaged	368	782	2,287	812	2,779,680	737
English Learners	132	749	1,118	817	1,530,297	716
Students with Disabilities	128	671	1,092	744	530,935	607

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	72	70	74	71	72	75	52	54	56
Mathematics	56	58	60	70	72	74	48	50	51
Science	73	66	78	73	74	79	54	57	60
History/Social Science	69	71	79	64	71	77	44	48	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	75	74	79	77
School	74	60	78	79
African American/ Black	63	50	50	75
American Indian	50	29	*	*
Asian	85	85	86	89
Filipino	83	83	88	88
Hispanic or Latino	55	39	69	69
Pacific Islander	83	33	*	*
White	79	65	81	81
Males	72	60	79	78
Females	76	61	77	80
Socioeconomically Disadvantaged	53	41	64	58
English Learners	27	25	47	26
Students with Disabilities	49	37	32	34
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Physical Fitness (School Year 2011-12)

In the spring of each year, Roseville City Elementary Schools are required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.7%	27.0%	37.4%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Teacher & Administrative Salaries (Fiscal Year 2010-11)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$35,414	\$41,246
Mid-Range Teachers	\$69,115	\$67,400
Highest Teachers	\$80,472	\$85,481
Elementary School Principals	\$103,570	\$107,739
Middle School Principals	\$114,895	\$111,540
High School Principals	-	\$110,146
Superintendent	\$174,852	\$180,572
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.6%	42.2%
Administrative Salaries	5.2%	5.5%

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,705
District	\$67,088
Percentage of Variation	2.41%
School & State	
All Elementary School Districts	\$69,404
Percentage of Variation	-1.01%

District Expenditures (Fiscal Year 2010-11)

Roseville City Elementary spent an average of \$6597.77 to educate each student (based on 2009-10 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,223
From Supplemental/Restricted Sources	\$1,453
From Basic/Unrestricted Sources	\$4,770
District	
From Basic/Unrestricted Sources	\$5,000
Percentage of Variation between School & District	-4.58%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-12.55%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

Through a process of analyzing student data, staff, parent, and student surveys, the school site council and staff determine which services should be funded in order to provide the best education for our students. Our School Improvement Plan focuses on teacher training and development, technology purchases and repair, student recognition, tutoring, and AVID.

Data Sources

Data within the SARC was provided by Roseville City Elementary School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

