

George A. Buljan Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

| School 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 | Greg Gunn |
| E-mail Address | ggunn@rcsdk8.org |
| Web Site | rcsdk8.org |
| CDS Code | 31669106111967 |

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

School Description and Mission Statement (Most Recent Year)

Buljan Middle School originally opened in 1994 and is located in the Roseville City School District within the city limits of Roseville, California. Buljan is one of eighteen 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 over 1,100 students. Buljan's school vision is that all students can learn at high levels. Our goal is to give students the absolute best education they can have in grades 6th - 8th and Buljan staff is continuously striving to create and maintain an outstanding middle school environment. 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 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. Buljan Middle School offers a comprehensive middle school curriculum that includes advanced courses, Gifted and Talented Education (GATE) classes, STEP period for intervention opportunities, programs to support English Language Learners (ELL), a Community Action for Responsive Education (CARE) program for 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 School prides itself on offering a challenging academic curriculum, while also providing students with opportunities to enrich their school experience through participation in STEM classes, Robotics, Spanish, French, Zoology, instrumental band, student leadership, yearbook, cheerleading, drama, art, industrial arts, computers, performing arts, various clubs, and fitness (including intramural athletics). Buljan is "Home of the Bulldogs" and is a member of the Foothills Interscholastic Athletic League 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.

Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 379 |
| Grade 7 | 353 |
| Grade 8 | 403 |
| Total Enrollment | 1,135 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.3 |
| American Indian or Alaska Native | 0.4 |
| Asian | 4.8 |
| Filipino | 4.6 |
| Hispanic or Latino | 21.2 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 63.2 |
| Two or More Races | 1.9 |
| Socioeconomically Disadvantaged | 31.5 |
| English Learners | 6.0 |
| Students with Disabilities | 7.5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|--------------------------------------------------------------------|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 50 | | 46 | 45 |
| Without Full Credential | 0 | | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments * | 0 | 0 | |
| Vacant Teacher Positions | 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|----------------------------------------------|-----------------------------------------|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 98.15 | 1.85 |
| All Schools in District | 99.61 | 0.39 |
| High-Poverty Schools in District | 100.00 | 0.00 |
| Low-Poverty Schools in District | 99.57 | 0.43 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 8/2014

Roseville City Elementary held a public hearing on September 9, 2014 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.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|------------------------------------------------------------|----------------------------|-----------------------------------------------|
| Reading/Language Arts | Reading/ Language Arts Holt 2003 | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|------------------------------------------------------------|----------------------------------|-----------------------------------------------------|
| Mathematics | Mathematics Holt 2009 | Yes | 0 |
| Science | Science Pearson/ Prentice Hall 2007 | Yes | 0 |
| History-Social Science | History/Social Science Holt, Rinehart & Winston 2006 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

General (School Year 2014-2015)

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 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)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|----------------------------------------------------------------------|---------------|------|------|------------------------------------------------|
| Year and month in which data were collected: 12/2014 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | Need to replace carpets in multipurpose rooms. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|-------------------------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| Year and month in which data were collected: 12/2014 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | Asphalt repair is needed. |

Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | | [X] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|-----------------------------------------------------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 78 | 79 | 74 | 78 | 79 | 77 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|-----------------------------------------------|-------------------------------------------------------|
| All Students in the LEA | 77 |
| All Student at the School | 74 |
| Male | 78 |
| Female | 69 |
| Black or African American | 75 |
| American Indian or Alaska Native | |
| Asian | 84 |
| Filipino | 81 |
| Hispanic or Latino | 57 |
| Native Hawaiian or Pacific Islander | |
| White | 78 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 64 |
| English Learners | 26 |
| Students with Disabilities | 50 |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|-----------------------------------------------------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 70 | 74 | 71 | 72 | 76 | 72 | 54 | 56 | 55 |
| Mathematics | 58 | 60 | 56 | 72 | 74 | 72 | 49 | 50 | 50 |
| History-Social Science | 71 | 79 | 75 | 71 | 77 | 72 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 8 | 8 | 8 |
| Similar Schools | 6 | 7 | 6 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 0 | 17 | -9 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 23 | 15 | -9 |
| Native Hawaiian/Pacific Islander | | | |
| White | 3 | 19 | -9 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 5 | 5 | 11 |
| English Learners | 15 | 17 | -18 |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|-----------------------------------------------|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 14.2 | 25.5 | 40.8 |

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 Parental Involvement State Priority (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 (Most Recent Year)

Parents play a very important role at Buljan Middle School through their active participation and involvement in School Site Council, Parent Teacher Club (PTC), Band Boosters, various annual events, and regular volunteering of their services in the classrooms. Buljan's PTC helps coordinate many fundraisers, including SCRIP, and raises money to help support special activities and enrichment on campus.

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 provides 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 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 School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 8.8 | 4.0 | 3.2 | 3.6 | 3.0 | 2.5 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|------------------------------------------------------|--------|----------|
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |

Federal Intervention Program (School Year 2014-15)

| 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 | --- | 3 |
| Percent of Schools Currently in Program Improvement | --- | 100.0 |

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 31.2 | 0 | 15 | 6 | 32 | 1 | 8 | 18 | 31 | 2 | 9 | 14 |
| Mathematics | 28.4 | 0 | 20 | 2 | 30 | 1 | 17 | 8 | 28 | 5 | 14 | 9 |
| Science | 30.7 | 0 | 11 | 7 | 33 | | 10 | 15 | 31 | 1 | 15 | 8 |
| Social Science | 30 | 0 | 18 | 1 | 33 | | 8 | 16 | 32 | | 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 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-----------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | .80 | --- |
| Library Media Services Staff (Paraprofessional) | | --- |
| Psychologist | .70 | --- |
| Social Worker | | --- |
| Nurse | .20 | --- |
| Speech/Language/Hearing Specialist | .20 | --- |
| Resource Specialist | | --- |
| Other | | --- |

Note: Cells with "----" 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 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|----------------------------------------------|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$6,312 | \$1,487 | \$4,825 | \$70,835 |
| District | --- | --- | \$4,967 | \$68,179 |
| Percent Difference: School Site and District | --- | --- | -2.9 | 3.9 |
| State | --- | --- | \$4,690 | \$70,788 |
| Percent Difference: School Site and State | --- | --- | 2.9 | 0.1 |

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 a reading intervention curriculum for intensive intervention, Accelerated Reader (AR) program for progress monitoring, AR books for students at lower reading levels, and professional development for improving reading strategies related to the CCSS.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$35,414 | \$41,507 |
| Mid-Range Teacher Salary | \$69,115 | \$67,890 |
| Highest Teacher Salary | \$80,472 | \$86,174 |
| Average Principal Salary (Elementary) | \$102,752 | \$109,131 |
| Average Principal Salary (Middle) | \$112,382 | \$111,937 |
| Average Principal Salary (High) | \$0 | \$109,837 |
| Superintendent Salary | \$181,304 | \$185,462 |
| Percent of Budget for Teacher Salaries | 46 | 42 |
| Percent of Budget for Administrative Salaries | 5 | 6 |

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

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.

Release time and professional development have been 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. Teachers have also been provided with English Language Arts and Math coaching to help support first instruction. Due to the Accelerated Reader data suggesting a significant number of students reading below grade level, reading strategies have also been a focus of professional development for all content area teachers. Additional professional development have been provided for teachers to further implement AVID strategies in all classrooms and to help prepare students to be college and career ready. To help support the implementation of the STEM program at Buljan, professional development has been provided for 2 science teachers and 1 computer teacher.

The PBIS team is in the 3rd year of implementation of the PBIS program. The PBIS staff have attended on-going county wide professional development trainings in the implementation of the PBIS program with the focus this year on Tier 3 interventions. In addition, based on the School Wide Information System (SWIS) data, there was a need for training in classroom management strategies so a select few have been sent to trainings focused on classroom management.