

George A. Buljan Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

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

School Contact Information (School Year 2019-20)

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	rhartsoch@rcsdk8.org
Website	http://www.rcsdk8.org/apps/pages/?uREC_ID=89900&type=d
County-District-School (CDS) Code	31669106111967

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

School Description and Mission Statement (School Year 2019-20)

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 Single 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 CAASPP scores.

School goal #2: 80% positive staff response to on and off-campus professional development opportunities. 80% positive response by families on programs available to students. 80% implementation of focused AVID methodologies as evidenced by Instructional Rounds data.

School goal #3: Provide a safe physical and emotional place on campus for all our students as evidenced by SWIS data collection. SWIS data regarding major behavior referrals will decrease by 5% compared to the previous school year. Develop and increase the use of alternative means of correction while decreasing the suspension rate of students with disabilities by 5%.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	305
Grade 7	337
Grade 8	330
Total Enrollment	972

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	4.3
Filipino	2.2
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	0.8
White	52.7
Two or More Races	5.6
Socioeconomically Disadvantaged	38.7
English Learners	8.1
Students with Disabilities	9.9
Foster Youth	0.5
Homeless	2.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	43	39	39	495
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	15	51

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 9/12/19

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Year and month of the most recent FIT report: 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	57	64	65	50	50
Mathematics (grades 3-8 and 11)	39	38	53	53	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	971	954	98.25	1.75	57.02
Male	482	474	98.34	1.66	47.47
Female	489	480	98.16	1.84	66.46
Black or African American	21	20	95.24	4.76	70.00
American Indian or Alaska Native	--	--	--	--	--
Asian	41	39	95.12	4.88	66.67
Filipino	20	20	100.00	0.00	70.00
Hispanic or Latino	291	288	98.97	1.03	46.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	511	501	98.04	1.96	62.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	61	61	100.00	0.00	59.02
Socioeconomically Disadvantaged	399	391	97.99	2.01	41.43
English Learners	127	125	98.43	1.57	32.80
Students with Disabilities	94	86	91.49	8.51	15.12
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	28	26	92.86	7.14	30.77

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	970	950	97.94	2.06	38.32
Male	482	471	97.72	2.28	36.09
Female	488	479	98.16	1.84	40.50
Black or African American	21	20	95.24	4.76	30.00
American Indian or Alaska Native	--	--	--	--	--
Asian	41	39	95.12	4.88	58.97
Filipino	20	20	100.00	0.00	50.00
Hispanic or Latino	291	285	97.94	2.06	25.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	511	501	98.04	1.96	43.31
Two or More Races	60	60	100.00	0.00	45.00
Socioeconomically Disadvantaged	398	388	97.49	2.51	20.62
English Learners	127	124	97.64	2.36	12.90
Students with Disabilities	94	85	90.43	9.57	11.76
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	28	26	92.86	7.14	11.54

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2019-20)

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.

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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.1	9.0	8.7	3.2	3.2	2.4	3.6	3.5	3.5
Expulsions	0.0	0.1	0.2	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	6	11	12	28	4	17	6	25	6	20	3
Mathematics	23	2	3		30	1	17	4	31	1	12	7
Science	31	1	15	9	30	2	18	4	30	2	11	9
Social Science	32	1	10	13	29	1	21	2	31	1	12	8

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	972.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,315	\$2,349	\$6,965	\$86,951
District	N/A	N/A	\$6,998	\$83,683
Percent Difference - School Site and District	N/A	N/A	-0.5	3.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	12.9	7.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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, release time for collaboration and professional development, common core support materials, English Language Arts and Math site coaches, 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, providing release time for professional development around restorative practices, purchasing rewards/incentives, and providing school-wide assemblies.

Lastly, to improve the reading and math skills of our students, funding and services have been designated to hire an instructional assistant to provide pull-out support for English Language Learners (ELL) in math. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$45,741
Mid-Range Teacher Salary	\$84,200	\$81,840
Highest Teacher Salary	\$98,032	\$102,065
Average Principal Salary (Elementary)	\$120,297	\$129,221
Average Principal Salary (Middle)	\$131,327	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$210,286	\$224,581
Percent of Budget for Teacher Salaries	44%	36%
Percent of Budget for Administrative Salaries	6%	5%

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	2017-18	2018-19	2019-20
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.