

Linwood E. Howe Elementary 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	Linwood E. Howe Elementary School
Street	4100 Irving Pl.
City, State, Zip	Culver City CA 90232-2812
Phone Number	(310) 842-4338
Principal	Casey Chabola
Email Address	caseychabola@ccusd.org
Website	http://linhowe.ccusd.org
County-District-School (CDS) Code	19-64444-6012694

Entity	Contact Information
District Name	Culver City Unified School District
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
Email Address	Leslielockhart@ccusd.org
Website	www.ccusd.org

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

Located in the heart of Culver City, our diverse Linwood E. Howe school community uses an innovative, well-balanced approach to empower tomorrow's collaborative leaders by instilling a life-long passion for learning in a challenging, authentic, and nurturing environment in which stakeholders value the whole child by providing a personalized educational experience that develops emotional intelligence and prepares them to flourish as creative thinkers and problem solvers in our evolving global society.

In addition to providing strong language arts and math instruction, Lin Howe students benefit from a variety of other educational programs. All students receive thirty minutes of physical education daily, taught by a credentialed physical education teacher. Students at Lin Howe also receive vocal and instrumental music instruction, visual art instruction, and theater instruction. Growing Great gardening and nutrition lessons are provided by parent volunteers throughout the school year. Our school counselor provides classroom guidance lessons on topics of character, conflict resolution, and other timely topics. To further enhance science instruction, students at Lin Howe participate in Maker Space lessons throughout the year.

Before school enrichment opportunities include Hiking Vikings and our Spanish Language Program. Both programs are free to Lin Howe students and open to everyone in TK-5th grade. Our extensive after school enrichment opportunities include our school sponsored choir and non-school sponsored fee-based classes such as dance, martial arts, cooking, engineering, wood working, soccer, tennis, zoology, Mad Science, and Chess Tutors. Extracurricular opportunities during the school day include green ambassadors, student council, and buddies.

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

Grade Level	Number of Students
Kindergarten	128
Grade 1	100
Grade 2	94
Grade 3	103
Grade 4	86
Grade 5	90
Total Enrollment	601

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.8
Asian	6.7
Filipino	1
Hispanic or Latino	34.1
White	36.9
Two or More Races	12.6
Socioeconomically Disadvantaged	28
English Learners	13
Students with Disabilities	11.8
Foster Youth	0.5
Homeless	0.2

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	33	37	32	344
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	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	1
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	To meet the needs of each of our readers, Linwood E. Howe (Lin Howe) teachers utilize Journeys (Houghton Mifflin, 2011) as its English Reading and Language Arts core instructional program in grades K-5. Additionally, Lin Howe teachers use a Balanced Literacy approach, incorporating Readers' Workshop, Guided Reading, and or book clubs. Students are provided instruction at their grade level with differentiation for those that are struggling or who are above grade level. Reading and writing are assessed throughout the year using publisher and teacher assessments. English Language Development (ELD) is provided to English language learners, with designated and integrated instruction aimed at advancing their English language levels.	Yes	0%
Mathematics	Math: Bridges: In addition to using Cognitively Guided Instructional (CGI) practices in mathematics, teachers at Lin Howe use the adopted kindergarten through fifth grade mathematics curriculum that follows the California State Content Standards.	Yes	0%
Science	Science: Scott Forsman		0%
History-Social Science	Social Studies:Houghton Mifflin		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges must check in through our Raptor system.

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: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Nothing to report.
Interior: Interior Surfaces	Good	Nothing to report.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clutter in storage room. Room 19 is messy. Clutter in storage room 20. Storage issues in restrooms boys 24B and girls 24C. Mechanical space very dirty. Excessive paper in rooms Pre-3 and Pre-2.
Electrical: Electrical	Good	Nothing to report.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Damage at custodial sink in storage room 24C.
Safety: Fire Safety, Hazardous Materials	Poor	High storage vault in office. Egress obstructed, high storage, and clutter in workroom. Room 8 fire extinguisher blocked. Excess paper in rooms 5 and 6. Excessive storage in room 9/10 workroom. Extension cords, lights in ceiling, and disco ball in room 15. Excessive combustibles in room 17. Power strip-to-power strip for appliances in PE storage room 19A. Kiln room missing fire extinguisher. Extension cords in room 24 and 32. High storage & clutter in storage room 20. Panel blocked/covered in room Pre-3. Extension cord to refrigerator in room 27.
Structural: Structural Damage, Roofs	Good	Nothing to report.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Nothing to report.
Overall Rating	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 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)	66	66	69	70	50	50
Mathematics (grades 3-8 and 11)	64	63	56	56	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	271	270	99.63	0.37	66.30
Male	147	147	100.00	0.00	63.27
Female	124	123	99.19	0.81	69.92
Black or African American	24	24	100.00	0.00	45.83
American Indian or Alaska Native					
Asian	22	22	100.00	0.00	86.36
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94	1.06	43.01
Native Hawaiian or Pacific Islander					
White	93	93	100.00	0.00	84.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	33	33	100.00	0.00	81.82
Socioeconomically Disadvantaged	98	98	100.00	0.00	53.06
English Learners	52	52	100.00	0.00	51.92
Students with Disabilities	37	36	97.30	2.70	27.78
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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	271	271	100.00	0.00	63.47
Male	147	147	100.00	0.00	66.67
Female	124	124	100.00	0.00	59.68
Black or African American	24	24	100.00	0.00	50.00
American Indian or Alaska Native					
Asian	22	22	100.00	0.00	95.45
Filipino	--	--	--	--	--
Hispanic or Latino	94	94	100.00	0.00	37.23
Native Hawaiian or Pacific Islander					
White	93	93	100.00	0.00	79.57
Two or More Races	33	33	100.00	0.00	81.82
Socioeconomically Disadvantaged	98	98	100.00	0.00	46.94
English Learners	52	52	100.00	0.00	38.46
Students with Disabilities	37	37	100.00	0.00	27.03
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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	14.6	32.6	39.3

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)

Linwood E. Howe has lots of parent involvement. Parent involvement opportunities include:

- Art Committee
- Back To School Night
- Backpacks for Kids
- Booster Club
- Career Day
- Chaperoning field trips
- ELAC
- Family Fun Nights
- Fund raising
- Green Team
- Growing Great
- Hiking Vikings
- Kindergarten Orientation
- Kindergarten Welcome
- Open House
- Parent Conferences
- PTA
- Room Parent
- School Site Council
- Spanish Language Program
- Volunteering in the classroom

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	0.5	0.3	0.7	1.4	1.7	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Linwood E. Howe faculty, staff and community believes that students' physical and emotional safety is a prerequisite to learning and is a top priority. Our comprehensive school safety plan includes school-wide behavioral rules and expectations (including what to do if someone experiences or witnesses bullying), ingress/egress procedures, emergency procedures, and procedures for reporting child abuse, harassment, sexual harassment, and bullying.

The school-wide rules and behavioral expectations are introduced each fall and reinforced throughout the year. Additionally, signs are posted throughout campus reminding students of the rules and expectations for the given area. Classroom rules and expectations are posted in each classroom. Positive behavior reinforcement systems are in each classroom, the cafeteria, and the yard.

Emergency procedures are in place for the following types of emergencies: fire, earthquake, intruder/lock-down, shelter in place, and bomb threats. Emergency procedures include procedures for releasing students after an emergency. All emergency procedures are reviewed with staff members prior to the start of the school year and with students at the beginning of the year. Fire drills are held monthly, earthquake drills are held twice a year, and lock-down drills are held four times a year.

Each school year the school emergency plan is discussed and approved by the School Site Council. The School Site Council also looks at office referral and CA Healthy Kids Survey data to develop goals and an action plan for continual improvement of our campus environment as it relates to students' physical and emotional well being.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	5		20	1	5		21	1	5	
1	20	2	2		23		4		24		4	
2	22		4		22		4		23		4	
3	21	1	3		22		4		24		4	
4	22		3		26		3		28		3	
5	20	1	4		23		3		29		3	
Other**	8	1			8	3			8	3		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	601.0

*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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

*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.

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	\$7097.0	\$2512.1	\$4584.8	\$67388.0
District	N/A	N/A	\$6482.3	\$82,239.00
Percent Difference - School Site and District	N/A	N/A	7.8	2.3
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-17.5	-2.3

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)

Linwood E. Howe receives school wide base and supplemental funding. Our primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state and local academic achievement standards. Our school also receives support for our English Language Learners through ESEA Title III funding as well as ESEA Title II funding increases student academic achievement through strategies such as improving teacher and principal quality. Interventions from the ESEA funding can be seen at our school in the form of intervention strategies, additional staff, and supplemental instructional materials and technology. Lin Howe also receives funding from our Booster Club in the form of Instruction Assistants to help reduce the teacher to student ratio.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,143	\$49,084
Mid-Range Teacher Salary	\$81,874	\$76,091
Highest Teacher Salary	\$101,382	\$95,728
Average Principal Salary (Elementary)	\$124,933	\$118,990
Average Principal Salary (Middle)	\$125,492	\$125,674
Average Principal Salary (High)	\$142,430	\$137,589
Superintendent Salary	\$225,000	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	6%

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		40	45

Over the past three years, professional development opportunities have been focused on increasing student achievement in math and reading.

Professional Development 2016-2017:

CGI (Cognitively Guided Instruction) Math- One teacher was out of the classroom to serve as an instructional coach. All teachers participated in two CGI trainings, with a specific focus on counting collections. The training occurred during school hours and included discussions with an expert from UCLA, discussions with colleagues (including middle school and high school teachers), classroom observations, and observation debriefs. Additionally, some teachers opted into planning sessions, observations, and debriefs with our instructional coach. All teachers new to Lin Howe attended 4 CGI training sessions.

Guided Reading- Optional Guided Reading trainings were provided to interested teachers. All teachers new to CCUSD received Guided Reading Training.

Professional Development 2017-2018:

ELD- All teachers participated in ELD trainings during staff meetings and professional development days.

CGI- Teachers could self-select to work with our instructional coach on continuing to develop their practice in the area of CGI. Teachers could choose to meet with the coach before school, during the day (a roving sub was utilized), or after school. All new teachers attended CGI training during their work hours day.

Depth of Knowledge (DOK)- All teachers are receiving training on DOKs.

Professional Development 2018-2019:

NGSS- All teachers in grades 1-5 will receive an introductory training to the NGSS standards. Additionally, some teachers self-selected to receive additional and more intensive professional development on the NGSS standards.

UDL- All teachers will receive 6 hours of professional development on UDL. The TK and kindergarten teachers will receive an additional 3 hours of professional development on UDL.

Balanced Literacy or Social-emotional- This year the district is offering a PD series (3 days/90 minutes per day). Teachers self-selected the professional development strand they were most interested in attending.

Instructional Support- We have one full-time Teaching and Learning Partner (similar to an instructional coach). Teachers can self-select to meet with the coach for book study, planning, observation, co-teaching, and/or debrief.

Professional Development 2019-2020

Professional Development Series- All teachers participate in 3 sessions with a focus on one of the following areas; Education, Arts, and Social-Emotional Learning, See Saw: Student Portfolios, Formative Insight, and Family Communication all in one place, Dual Immersion Setting: Interactive and Hands-On Activities to Help Engage Students during the Bridge, Second Step In the Elementary Classroom, Rethinking Picture Books: Using Picture Books to Welcome ALL students into the classroom, A Deeper Dive into CGI: Grades 3-5, Makerspace Technology for Robotics and Classroom Use, or Restorative Practices in the Classroom

Instructional Support- We have one full-time Teaching and Learning Partner (similar to an instructional coach). Teachers can self-select to meet with the coach for book study, planning, observation, co-teaching, and/or debrief.

Writer's Workshop- This professional development series will focus on the framework of the workshop models in reading and writing with an emphasis on inclusive practices.

Daily 5/Cafe and Guided Reading- The Daily 5/Cafe and Guided reading is an opportunity for teachers to learn how to implement Balanced Literacy into their classrooms. Daily 5/Cafe training is two days, and the Guided Reading training is 3 days.

Inclusive Education- In addition to the keynote speaker, all staff participated in two of the three break out sessions. Proactive & practical strategies for positive behavior, Introduction to UDL, or Working with other adults to differentiate for student needs