



Dearborn Elementary Charter Academy

<https://www.slideshare.net/egschool/digital-citizenship-1657738>

Principal: Kimberly K. Estrada
Email: kk3142@lausd.net



Assistant Principal: George Fuentes
Email: gxf5379@lausd.net

TSP Coordinator: Manny Barajas
Email: pmb8799@lausd.net



Meet the T/K & Kindergarten Team!



Lakeita Rodgers

Grade level: Kindergarten

*Grade-level Chairperson



Helineh Asatorian

Grade Level: Kindergarten



Kathleen Rodriguez

Grade level: T/K



Erica Roldan

Grade Level: Kindergarten



Stephanie Mehlman

Grade Level: Kindergarten



Iris Davila

Grade Level: TK-2 (AUT)





Mozart



Aretha
Franklin



Willie
Nelson



Cardi B



Juan
Gabriel



Prince



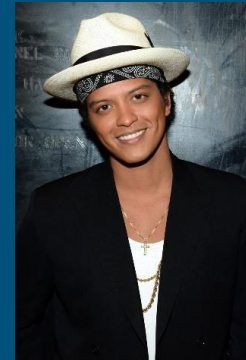
Adele



David
Bowie



Shakira



Bruno
Mars



Axl Rose

The 2020-2021 school year is most like (name of artist)
because _____.

You are the captain of your ship!



Ready for Kindergarten!



I'm ready for school when...

Health and Well-Being

- ☐ I am healthy and my immunizations are up to date.
- ☐ I have good oral health and have visited my dentist.
- ☐ I am well-rested.
- ☐ I can fasten my pants and put on my jacket.
- ☐ I can kick balls, hop on one foot and climb the ladder at the park.
- ☐ I can eat, wash my hands, blow my nose and use the toilet by myself.
- ☐ I get at least 60 minutes a day of exercise and active play.

Social and Emotional Development

- ☐ I take turns, share and help others.
- ☐ I stay focused and pay attention for 10-15 minutes at a time.
- ☐ I can keep trying, even when I don't know how to do something.
- ☐ I enjoy following the rules and helping to make the rules.
- ☐ I can work and play both independently and in a group.
- ☐ I can manage my behavior with help.
- ☐ I can calm myself down when I get frustrated.

Language & Communication Skills

- ☐ I hear and understand the meaning of words, stories and songs.
- ☐ I use words to talk about thoughts, wants, needs and feelings.
- ☐ I speak clearly enough that other people understand.
- ☐ I use complete sentences and connect ideas to make longer sentences.
- ☐ I can say or sing familiar songs and nursery rhymes.
- ☐ I follow one- and two-step directions such as, "Please pick up your plate and put it in the sink."

Early Literacy

- ☐ I enjoy books and stories.
- ☐ I can use a crayon or pencil.
- ☐ I know how to use a book: from start to finish and how to turn pages.
- ☐ I know some of the letters of the alphabet.
- ☐ I can write some of the letters in my first name.
- ☐ I know rhyming words like pat, hat, cat and bat.

Mathematical Thinking

- ☐ I can count 10 items correctly.
- ☐ I know primary colors and shapes - red, blue and yellow; circle, square and triangle.
- ☐ I can sort silverware into spoons, knives and forks.
- ☐ I can put together a puzzle through trial and error.
- ☐ I can sort beads on a necklace in a color pattern.
- ☐ I can organize four objects from smallest to largest.

All children grow and develop at their own pace.

Use this checklist to identify the skills you can help your child develop in order to prepare them for lifelong learning.

T/K & Kindergarten Recommended Read aloud books

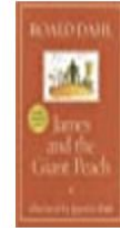


Charlotte's Web

by E.B. White

★★★★★ 4.17 avg rating —

score: 1,711, and 18 people voted



James and the Giant Peach

by Roald Dahl

★★★★★ 4.02 avg rating — 368,988 ratings

score: 812, and 9 people voted



Stellaluna

by Janell Cannon

★★★★★ 4.24 avg rating — 106,241 ratings

score: 581, and 7 people voted



Charlie and the Chocolate Factory (Charlie Bucket, #1)

by Roald Dahl

★★★★★ 4.14 avg rating — 646,356 ratings

https://www.goodreads.com/list/show/28718.read_aloud_books_for_5_7_year_old_girls

Synchronous Learning vs. Asynchronous Learning

Synchronous Learning:

- Teacher & student are virtually together (Zoom)
- Teacher and student are participating and learning in real time.

Asynchronous Learning

- Self study approach
- Learning activities can include completing work on websites
- Reading on websites

2020-2021 Compass of Learning



- Daily Zoom Instruction with Teacher
- Student Engagement
- Student Assessment
- Clear Communication-Teacher Office Hours
- Small Group Instruction

Preparing for Remote Learning



- ❑ Ensure internet connectivity
- ❑ Reserve a hot spot if internet connectivity is spotty.
- ❑ Collect a device (Ipad or Chromebook) from school if you need one.
- ❑ Attend a Schoology Parent Workshop
- ❑ Attend a Zoom Parent Workshop
- ❑ Sign up for Parent Portal
- ❑ Complete a Lunch Application

Useful Links:

Request a hot spot:

Request a device: [Click here](#)

Access Code: lausd2020

View Parent Workshop Schedule:

Parent Portal: [Click here](#)

Preparing your home for Remote Learning

Do:

- Assign a quiet area in your home for your child to sit daily for instruction.
- Ensure your child has a pencil box with materials at their workspace.
- Review the daily schedule with your child.
- Be sure your child eats breakfast before their sessions.
- Set a daily bedtime to ensure your child receives 9-10 hours of sleep each night.
- Get your child out for exercise or encourage Go Noodle.
- Encourage your child to do their best and login promptly for teaching sessions.

Don't:

- Don't allow your child to watch T.V. or play video games during instruction time.
- Don't allow children to eat during sessions.
- Don't allow your child on the internet alone.

Sample Zoom Teaching Schedule

Mrs. Mehlman – Week of 4/20 – 4/24

	Monday 4/20	Tuesday 4/21	Wednesday 4/22	Thursday 4/23	Friday 4/24
ELA	<p>Zoom call at 8:30 a.m. Zoom Meeting ID: 980-992-336 Same password</p> <hr/> <ul style="list-style-type: none"> ▪ Amplify: 10 minutes ▪ Blue Rainbow Words: Practice ALL ▪ Spelling Words review: <i>come, here, look, me, my, to, of, what</i> Go on a word hunt and look in books/ magazines for your spelling words! ▪ Long a, final e words practice: <ul style="list-style-type: none"> ▪ name ▪ take ▪ came ▪ lake ▪ made ▪ cake ▪ bake ▪ late ▪ safe ▪ wave <p>Practice reading each word. Say the word in a sentence.</p>	<p>CLEVER LOGIN: Word Builder Game #2</p> <hr/> <ul style="list-style-type: none"> ▪ Journal Writing: Use 2 long a, final e words in your own journal writing sentences. ▪ Amplify: 10 minutes ▪ Blue Rainbow Words: Practice first ½ ▪ Spelling: <i>come, here, look, me, my, to, of, what</i> Write 2x each and then think of real words that rhyme with each word. ▪ Long a, final e words practice: <ul style="list-style-type: none"> ▪ name ▪ take ▪ came ▪ lake ▪ made ▪ cake ▪ bake ▪ late ▪ safe ▪ wave <p>Practice reading each word Say the word in a sentence.</p>	<p>Zoom call at 8:30 a.m. Zoom Meeting ID: 980-992-336</p> <hr/> <div> <p>Collin Pineda Star of the Week Poster / Family Photos / Share Item</p> </div> <hr/> <ul style="list-style-type: none"> ▪ Journal Writing: Topic Starter: Use blue rainbow words and at least one long a word to create 2 sentences. Don't forget your colorful illustration! <div> <p>TURN IN PHOTO OF WRITING TO GOOGLE CLASSROOM in Journal Writing section</p> </div> <hr/> <ul style="list-style-type: none"> ▪ RazKids: Look at your assignments and complete at your own pace ▪ Blue Rainbow Words: Practice ALL 	<ul style="list-style-type: none"> ▪ CLEVER LOGIN: Read decodable Gabe, Kate, and Dave ▪ Journal Writing: What did you eat for dinner last night? ▪ Blue Rainbow Words: Practice first ½ of blue before your test! <div> <p>Rainbow Words Test First ½ of Blue Words</p> <p>Complete in GOOGLE CLASSROOM 8:30 a.m.</p> </div> <hr/> <ul style="list-style-type: none"> ▪ Spelling review: <i>come, here, look, me, my, to, of, what</i> <div> <p>BUBBLE LETTERS Write the words in bubble letters like this: PEACEFUL</p> </div>	<div> <p>SPELLING TEST Complete in GOOGLE CLASSROOM 8:30 a.m.</p> </div> <hr/> <ul style="list-style-type: none"> ▪ Journal Writing: Use long a, final e words to write 2 sentences. Don't forget your colorful illustration! <div> <p>Complete in GOOGLE CLASSROOM</p> </div> <hr/> <ul style="list-style-type: none"> ▪ Rainbow Words: Review red and orange – all 36 words! ▪ RazKids: Look at your assignments and complete at your own pace ▪ Long a, final e words practice: <ul style="list-style-type: none"> ▪ came ▪ Kate ▪ tame ▪ game ▪ Dave ▪ Gabe ▪ late ▪ hate ▪ rake ▪ save ▪ name ▪ Jake ▪ ate ▪ date

Sample Zoom Teaching Schedule

Mrs. Mehlman – Week of 4/20 – 4/24

Math	<ul style="list-style-type: none"> ▪ Word Problem: We have 3 footballs, 3 basketballs, and 4 baseballs? How many balls do we have in all? TURN IN PHOTO OF WORK TO GOOGLE CLASSROOM ▪ Counting orally to 100: 1's, 10s, 2's ▪ IXL or Zearn: 10-15 minutes ▪ Number writing practice 1-50 ▪ Math Number Bracelets worksheets review with addition 8 and 9 OPTIONAL TURN IN TO GOOGLE CLASSROOM 	<p>MATH LESSON</p> <ul style="list-style-type: none"> ▪ Number bracelet mat, counters, and number bond boxes for this lesson – watch video in GOOGLE CLASSROOM ▪ Complete Making 10 number bonds sheet after doing the lesson TURN IN PHOTO OF WORK TO GOOGLE CLASSROOM ▪ Word Problem: I see 3 red fish, 7 green fish, and 5 blue fish. How many do I see in all? ▪ Counting orally to 100: 1's, 2's, and 5's. ▪ IXL or Zearn: 10 minutes 	<ul style="list-style-type: none"> ▪ Word Problem: I ate 3 carrots, 7 grapes, and 5 raisins. How many fruits and vegetables did I eat in all? TURN IN PHOTO OF WORK TO GOOGLE CLASSROOM ▪ Counting orally to 100: 1's and 5's ▪ IXL or Zearn: 5-10 minutes ▪ Number writing practice 1-55 ▪ Number Bonds worksheet #9 review OPTIONAL TURN IN TO GOOGLE CLASSROOM 	<p>Zoom call at 1:00 p.m. Zoom Meeting ID: 980-992-336</p> <p>Will work on subtraction using counters.</p> <ul style="list-style-type: none"> ▪ Subtraction Word Problem: Five dogs are in the truck. Three go out. How many dogs are left? Please remember to show your work and how you attempted your answer. TURN IN PHOTO OF WORK TO GOOGLE CLASSROOM ▪ Counting orally to 100: 1's and 2's ▪ IXL or Zearn: 10 minutes ▪ Math subtraction worksheets (2) OPTIONAL TURN IN TO GOOGLE CLASSROOM 	<ul style="list-style-type: none"> ▪ Subtraction Word Problem: Meg had 13 cupcakes. She ate three. How many does she have left? Please remember to show your work and how you attempted your answer. TURN IN PHOTO OF WORK TO GOOGLE CLASSROOM ▪ Counting orally to 100: 10s, 2's, and 5's. ▪ IXL or Zearn: 10 –15 minutes ▪ Number writing practice 1-60 ▪ Math subtraction worksheet OPTIONAL TURN IN TO GOOGLE CLASSROOM ▪ Number bond worksheet #8 review OPTIONAL TURN IN TO GOOGLE CLASSROOM
Social Studies		<p>The life of Abraham Lincoln</p> <p>GOOGLE CLASSROOM</p>			

TK/Kindergarten Zoom Times



8:00 - 8:30 Asynchronous Work

8:30 - 9:00 (Zoom Meeting)

9:00 - 10:00 Asynchronous Work

10:30 - 11:00 Math (Zoom Meeting)

Small Group Instruction: TBA

What is Digital Citizenship?

<https://www.commonsense.org/education/videos/what-is-digital-citizenship>

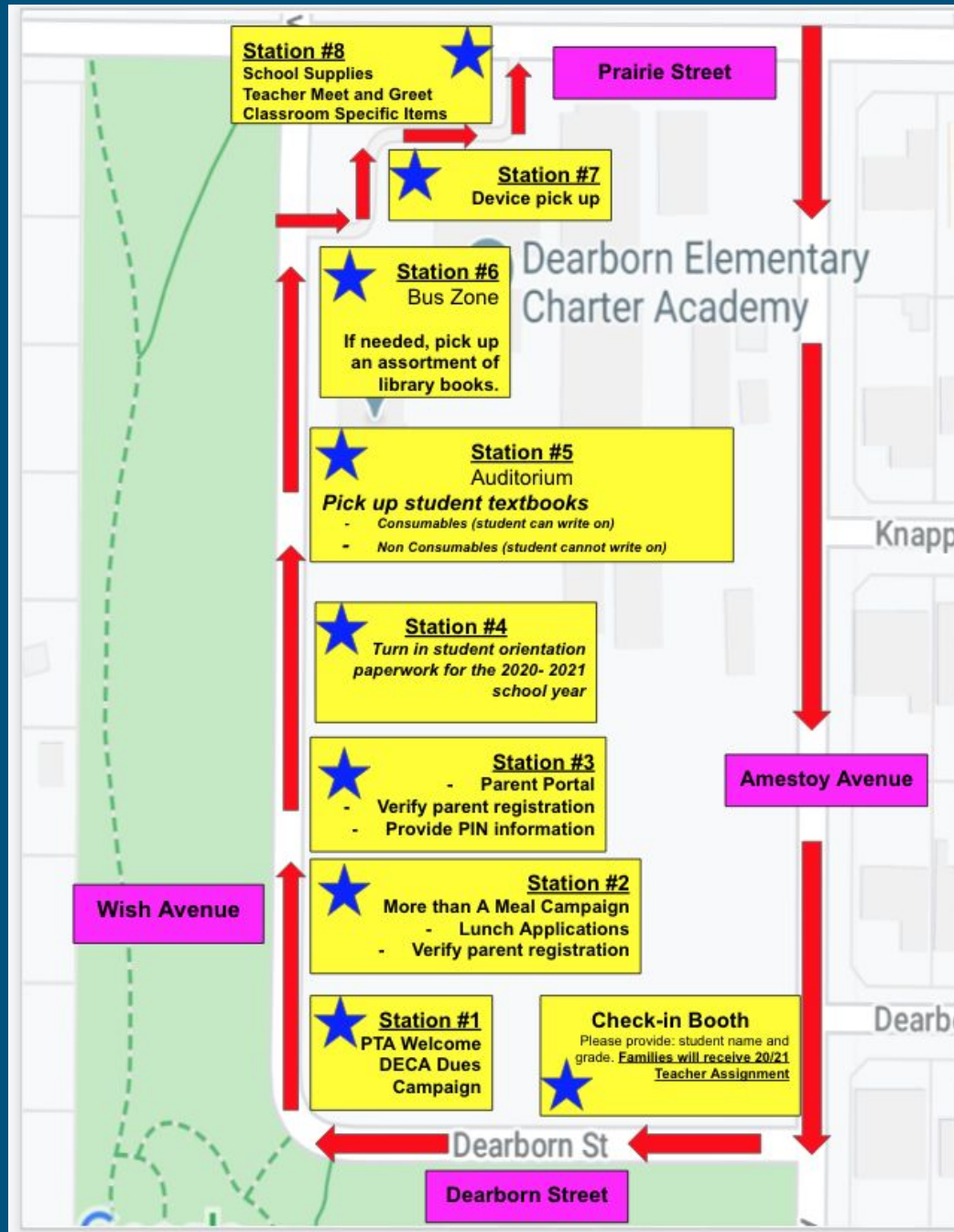


Digital Citizenship Plan



- Digital Citizenship Committee (Technology)
- ISTE Standards overview
- Digital Citizenship Professional Development for teachers
- Digital Citizenship Library of lessons for grade-levels
- Digital Citizenship Plan Overview
- 2 Digital Citizenship Lessons per grade-level
- Digital Citizenship Parent Workshops (2 per month)

Device Distribution Details

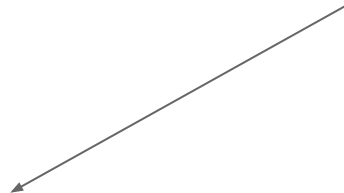


Parent To Do List:

- ❑ Complete Enrollment Packet
- ❑ Sign up for LAUSD Parent Portal <https://parentportalapp.lausd.net/parentaccess/>
- ❑ Complete the Lunch Application <https://www.myschoolapps.com/Home/PickDistrict>
- ❑ Join our Facebook Group Page (Dearborn Elementary Charter Academy)
- ❑ Register for Parent Workshops (Flyer coming)
- ❑ Ensure Internet Connectivity at home
 - ❑ Request a Device (If needed) [LAUSD Remote Learning](#)
- ❑ Calendar Distribution & Materials Pick-up (Date to be determined)
- ❑ Model Self Care and take care of yourself
- ❑ Read with your child every day

SUBSCRIBE

1. Visit www.dearbornelem.com
2. Scroll down to Calendar and click on SHOW CALENDAR



PLEASE DRIVE SAFELY AROUND OUR SCHOOL. PLEASE

CALENDAR

- AUG 6** Orientation (Grades 1-2)
Date: 8/6/2019, 8:30 AM - 10 AM
- AUG 6** Orientation (Grades 3-4)
Date: 8/6/2019, 10:30 AM - 12:30 PM
- AUG 8** Orientation (5th Grade & Make-up)
Date: 8/8/2019, 8:30 AM - 10 AM
- AUG 19** Kindergarten/TK Orientation & Popsicle Social (Sponsored by PTA)
Date: 8/19/2019, 1 PM - 2 PM
- AUG 20** 1st day of School
Date: 8/20/2019

SHOW CALENDAR

SUBSCRIBE

Events

◀

▶

August 2019

[Print](#) • [Year Overview](#) • [Subscribe](#)

AUG

6

TUE

Orientation (Grades 1-2)

8:30 AM – 10 AM

Events

AUG

8

THU

Orientation (5th Grade & Make-up)

8:30 AM – 10 AM

Events

AUG

19

MON

Kindergarten/TK Orientation & Popsicle Social (Sponsored by PTA)

1 PM – 2 PM

Events

Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	1	2	3
4	5	6 ..	7	8 .	9	10
11	12	13	14	15	16	17
18	19 .	20 ...	21 ..	22 .	23 .	24
25	26 .	27	28	29	30 ..	31

Today

Calendar View

Calendars

☒ Events

SCHOOL RULES

- BE SAFE
- BE RESPECTFUL
- BE RESPONSIBLE
- DO YOUR BEST



ANTI-BULLYING SCHOOL



What is it?

Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act, that has the intention of, or can be reasonably predicted to have the effect of one of the following:

- Reasonable fear of harm to person/property
- Detrimental effect on physical/mental health
- Interference of academic performance
- Substantial interference with the ability to participate in or benefit from school services/activities

WHAT BULLYING IS NOT

- Disagreements during recess over games/friends
- Use of unkind remark
- Name-calling
- Student decides to play with another student

RESPONDING TO BULLYING



- Report bullying to staff members
- Complete Bullying/Hazing Complaint Form
- Investigate promptly
- Conflict Resolution by staff
- Develop Action Plan with Administrator
- Monitored by Title IX Bullying Complaint Manager
- Student Safety Plan
- Reconvene in 30 days to assess if bullying persists
- Confidentiality for both parties

MATRIX FOR STUDENT SUSPENSION/EXPULSION

- Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
- Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
- Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)
- Possession of an explosive E.C. 48915(c)(5); 48900(b)

BEHAVIOR SUPPORTS & ALTERNATIVES TO SUSPENSION

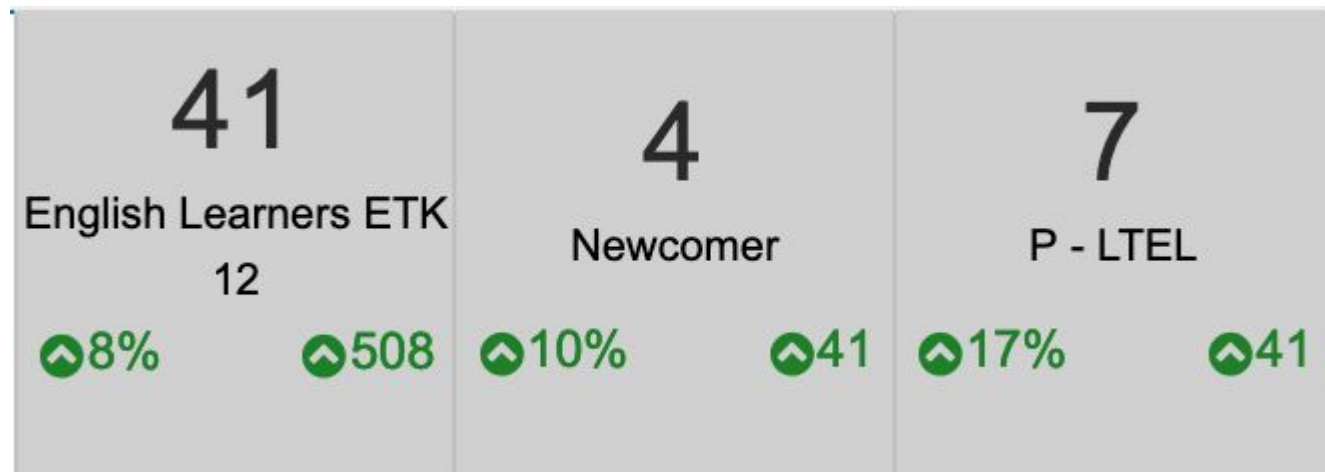
- Weekly reminders of school rules/Caught Being Good Tickets
- Weekly conduct reports sent home
- Parent contact/Warning
- Loss of play time/community service
- Peer Mediation/Conflict Resolution
- Individual Counseling with Administrator/Coordinator
- Parent/Teacher/Administrator Conference
- Behavior Contract/Referral to Positive Discipline Team

ENGLISH LEARNER ADVISORY COUNCIL (ELAC)



In accordance with the California Education Code, section 52176(b), all schools with 21 or more English learner (EL) students are required to establish an English Learner Advisory Committee (ELAC).

Dearborn Elementary Charter Academy English Learner Data:



ELAC FUNCTIONS AND RESPONSIBILITIES



- **Convene 6 times per year** at a time that is agreeable to members. These 6 meetings do not include a mandatory orientation and election.
- **Adhere to the California Open Meeting Law (Greene Act)** as required by California Education Code 35147, provided bylaws (see Section V and Attachment B2) and Robert's Rules of Order (see Attachment M).
- Maintain the following **documents on file** (scanned electronic or hard copy) in a secure location for five years and be available for review during District, state and federal compliance reviews: orientation and election meeting announcements, ballots, minutes, records of attendance, agendas, handouts, ELAC recommendations to the SSC, SSC responses, official correspondence, and ELAC bylaws

2020- 2021 ELAC OFFICER INFORMATION



Chairperson	Secretary	Parliamentarian
<ul style="list-style-type: none"> •Preside at all meetings of the ELAC. •Sign all letters, reports and other communications of the ELAC. •Perform all duties relevant to the office of the chairperson. •Participate in planning of meeting agendas. •Have other such duties as prescribed by the ELAC. •Serve as the school's representative to the Local District ELAC Delegate Convening for DELAC Elections (no alternate will be allowed to participate in this role). 	<ul style="list-style-type: none"> •Keep minutes of all ELAC meetings. of the ELAC. •Transmit true and correct copies of meeting minutes to members of the ELAC. •Assist in the maintenance of ELAC records. •Maintain a current roster of ELAC members. •Participate in planning of the agenda. •Perform other such duties as are assigned by the chairperson of the ELAC. 	<ul style="list-style-type: none"> •Assist the chairperson in ensuring all rules and bylaws are followed. •Vote on any matter submitted for a vote. •Be knowledgeable about parliamentary procedure, ELAC bylaws, Robert's Rules of Order and the California Open Meeting Law (Greene Act). •Participate in planning of the agenda.
Vacant Position	Vacant Position	Vacant Position

SCHOOL SITE COUNCIL (SSC) FUNCTIONS AND RESPONSIBILITIES

- Develop, review and adopt the SPSA in consultation with relevant stakeholders and, where applicable, with the ELAC.
- Respond in writing to ELAC's written recommendations on the SPSA within 30 calendar days or at the next SSC meeting.
- Ensure that all federal parent and family engagement mandates are met.
- Develop the Integrated Safe School Plan, as described in Reference Guide 5511.8.



DEARBORN CHARTER GOVERNANCE COUNCIL (DCGC)

- Convene at least six (6) times per year. These six meetings are in addition to the mandatory orientation and election meetings.
- SSC/DCGC meetings are not to take place during the instructional day in order to allow full participation from parents and staff.
- In consultation with SSC/DCGC officers, the school principal may call additional meetings as needed, especially during budget development.



2020- 2021 SSC INFORMATION

Dearborn Elementary Charter Academy
2020- 2021

School Site Council (SSC)



Council Composition: 10 members

1. Principal	Kimberly Estrada
2. Teacher	Danielle Tyler
3. Teacher	Ellyn Kent
4. Teacher	Marti Radosevich
5. Other Staff #4	Rosalia Wild
6. Parent (ELAC Chair)	Vacant Position
7. Parent (PTA Representative)	Yesenia Peschke
8. Parent	Vacant Position
9. Parent	Jorge Benitez
10. Parent	Vacant Position

Teacher Alternates: 3 members

1. Teacher Alternate	Vacant Position
2. Teacher Alternate	Vacant Position
3. Teacher Alternate	Vacant Position

Parent Alternates: 3 members

1. Parent Alternate	Vacant Position
2. Parent Alternate	Vacant Position
3. Parent Alternate	Vacant Position

2020- 2021 DCGC INFORMATION

Dearborn Elementary Charter Academy
2020- 2021

DECA Governance Council



Teachers: 6 members (1 UTLA Chapter Chair, 5 Certificated Teachers)

1. Teacher (UTLA)	Marti Radosevich
2. Teacher	Danielle Tyler (Year 2)
3. Teacher	Ellyn Kent (Year 2)
4. Teacher	Vacant Position
5. Teacher	Vacant Position
6. Teacher	Vacant Position
7. Other Staff	Rosalia Wild (Year 2)

Teacher Alternates: 3 members

1. Teacher Alternate	Vacant Position
2. Teacher Alternate	Vacant Position
3. Teacher Alternate	Vacant Position



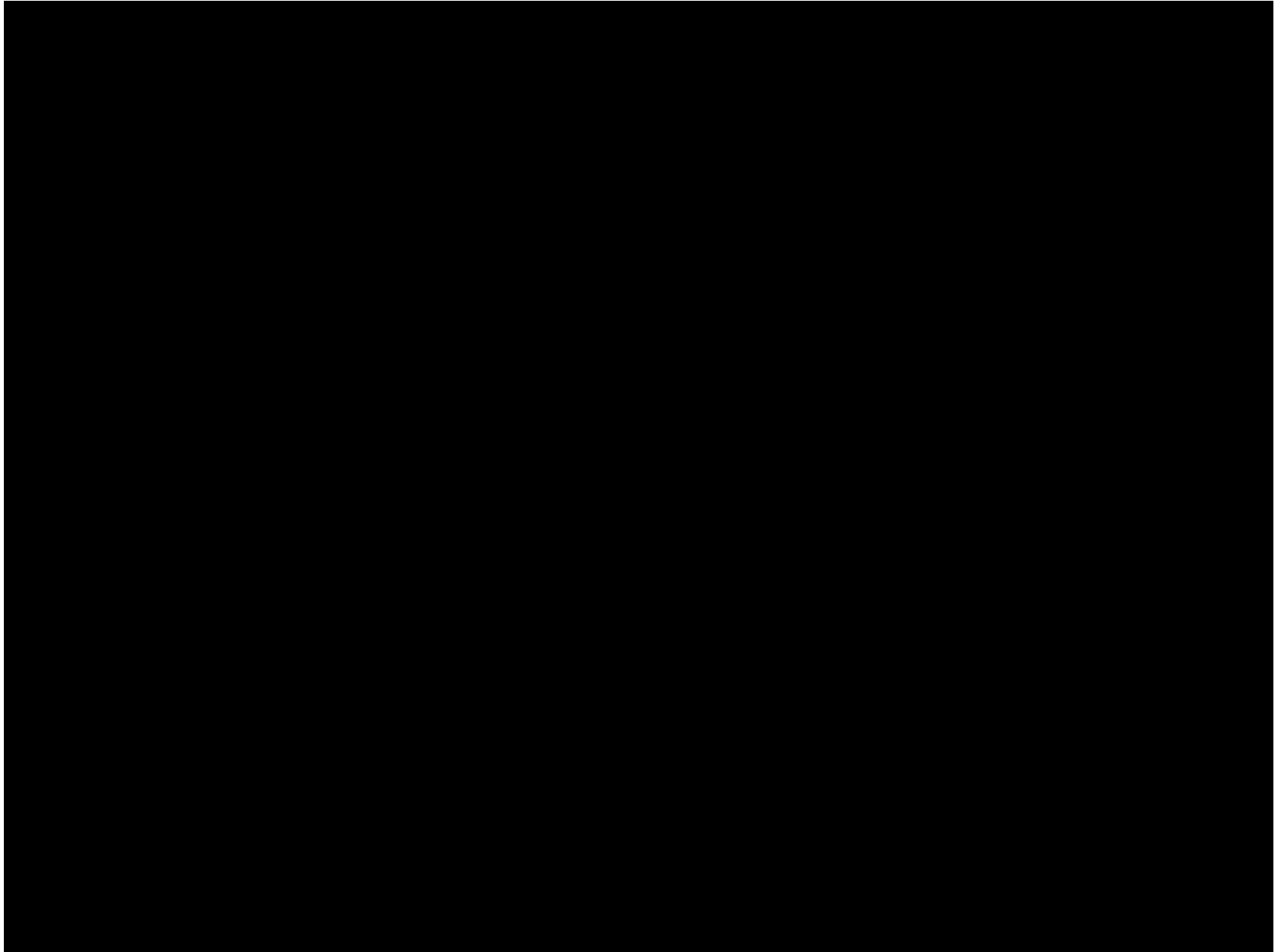
Parents: 4 members (1 ELAC Chair, 1 PTA Representative, 2 Parents)

1. Parent	Jorge Benitez (Year 2)
2. Parent	Vacant Position
3. Parent (PTA Representative)	Vacant Position
4. Parent (ELAC Chair)	Vacant Position

Parent Alternates: 3 members

1. Parent Alternate	Vacant Position
2. Parent Alternate	Vacant Position
3. Parent Alternate	Vacant Position

MASTER PLAN INSTRUCTIONAL PROGRAM OPTIONS



MASTER PLAN INSTRUCTIONAL PROGRAM OPTIONS



L.A. Unified Instructional Program Options for English Learners in Elementary Schools



Dual Language Two-Way Immersion Program (TWI)



For whom is the program designed?

- English Learners who speak the target language
- English speakers



What is the instructional program design?

- Students learn CA content standards in two languages



What are the goals?

- Bilingualism and biliteracy
- Academic proficiency



Dual Language Two-Way Immersion Program (TWI)

Dual Language One-Way Immersion Program (OWI)



For whom is the program designed?

- English Learners who speak the target language



What is the instructional program design?

- Students learn CA content standards in two languages



What are the goals?

- Bilingualism and biliteracy
- Academic proficiency



Dual Language One-Way Immersion Program (OWI)

Language and Literacy in English Acceleration Program (L'EAP)



For whom is the program designed?

- English Learners



What is the instructional program design?

- Students learn CA content standards in English




What are the goals?

- English
- Academic proficiency




Language and Literacy in English Acceleration Program (L'EAP)

Mainstream English Program




For whom is the program designed?

- English speakers
- English Learners with reasonable fluency




What is the instructional program design?

- Students learn CA content standards in English



What are the goals?

- English
- Academic proficiency



Mainstream English Program

For additional information, please speak with the English Learner Programs Coordinator or the designee at your child's school.

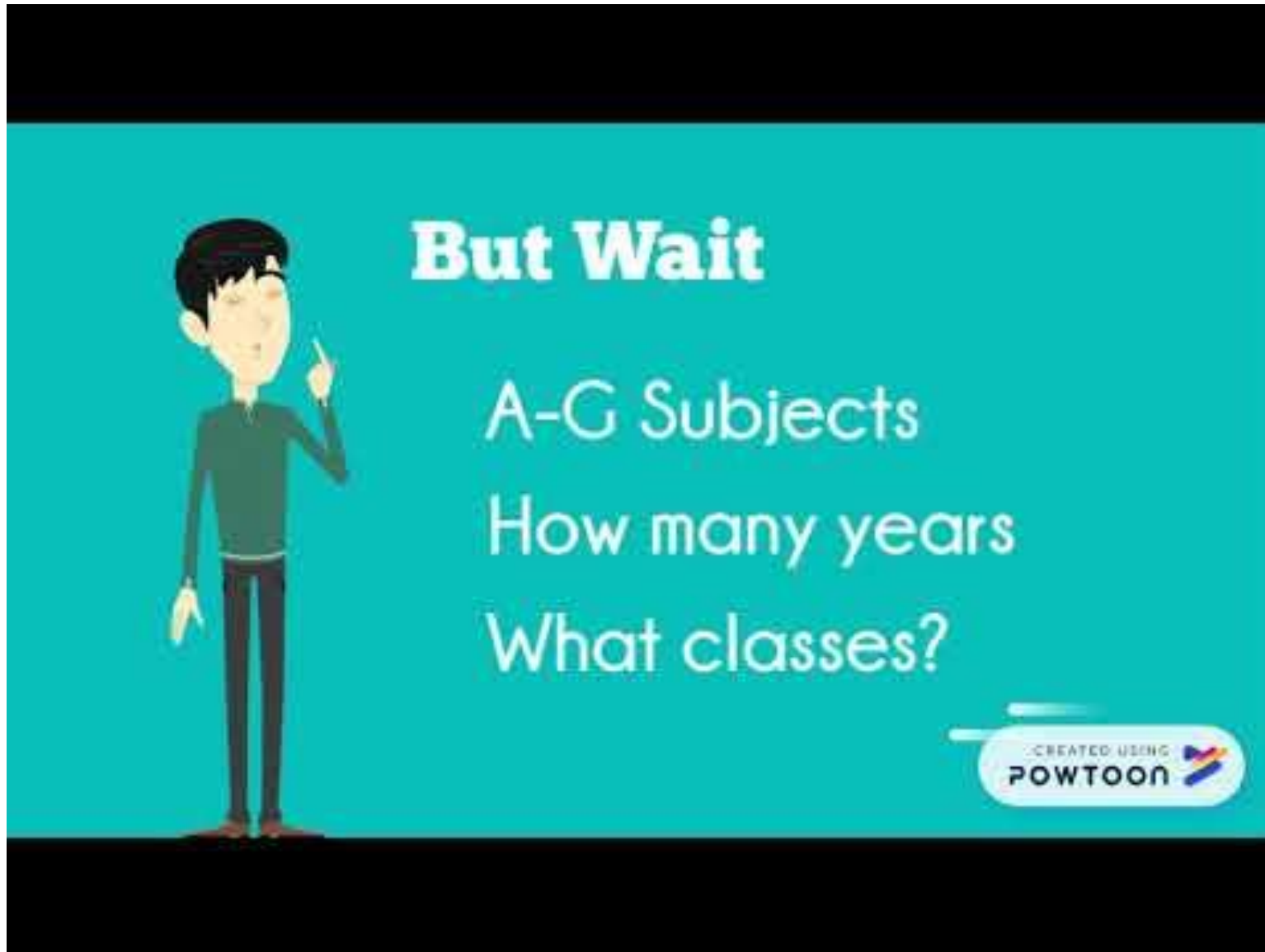
IMPORTANCE OF SCHOOL ATTENDANCE



CA Compulsory Education Law states “that is the responsibility of every parent to assure that every child between the ages of 6-18 attends school every day on time.” (Ed. Code 48200)



A-G REQUIREMENTS



THANK YOU!

