



Coffee  
with  
Cabrera

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**Thursday**  
**December 1, 2022**

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**LAUSD**  
UNIFIED

# School-Wide Expectations

At Gardner Street Elementary:

-  We are **SAFE**
-  We are **RESPONSIBLE**
-  We are **RESPECTFUL**
-  We are **KIND**



# What does this look like every day?

 We show we are **SAFE** by...

- Staying in areas with adult supervision
- Asking an adult for help if we have a problem

 We show we are **RESPECTFUL** by...

- Following directions
- Keeping our hands, feet and objects to ourselves
- Keeping the school clean
- Being Polite- Saying "Please" and "Thank you"

 We show we are **RESPONSIBLE** by...

- Coming to school on-time and ready to learn
- If we have a problem, we ask an adult for help

 We show we are **KIND** by...

- Using kind words and actions
- Treating other people the way you want to be treated



Friday December 2 is...

Pajama Day!!!



# Join us for a Parent Workshop on Bullying & Cyber Etiquette

**Wednesday Dec 7th  
5:00 pm via Zoom**

<https://lausd.zoom.us/j/81186101340>



# Pillars and Priorities

1  
**Academic Excellence**

High Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

2  
**Joy and Wellness**

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

3  
**Engagement and Collaboration**

Strong Relationships

Accessible Information

Leading for Impacts

Honoring Perspectives

4  
**Operational Effectiveness**

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

5  
**Investing in Staff**

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

# Professional Development

## Next Steps for Math

- **Commitments**
- **Small group differentiation**
- **1st grade Lesson Study**

# Professional Development

## Kindergarten

- Acting out adding/subtracting w/ objects, fingers, & pictures
- Working with small groups of objects for + and - (e.g. 1 make 3)
- Visual & kinesthetic recognition of numbers to 5 on fingers
- Problem types:
  - add to w/ result unknown
  - take from w/ result unknown
  - put together/take apart w/ total unknown & both addends unknown
- Teachers show equations  $2+3=5$  as well as  $5=2+3$
- Expand work in addition & subtraction from within 5 to within 10

## Kindergarten

### Vocab

- numbers 1-10
- shapes 2D

### Skills

- number recognition
- 1:1 correspondence

- "1st Grade"
- Adding and subtracting within 20
  - Solve word problems adding 3 numbers
  - Apply commutative & Associative properties of addition
  - Understand subtraction as an unknown-addend problem
  - Relate counting to addition & subtraction
  - Use strategies such as making 10, decomposing a number, leading to  $10+7=17$
  - Understand the meaning of equal sign
  - Determine the unknown whole number in addition or subtraction equation relating three whole numbers

### Math Wishlist for K

- |                             |                     |
|-----------------------------|---------------------|
| <b>Skills:</b>              | <b>Vocabulary:</b>  |
| * addition/subtraction w/10 | * equation          |
| * count to 50, 5's and 10's | * strategy          |
| * Write numbers to 20       | * compose/decompose |

### Best Practices 1st

- subitizing
- True or False (e.g.  $2+3=6+1$ )
- 100 chart (counting) (guess number)
- counting in a circle (2, 5, 10, ...)
- number talk images
- doubles chart
- card games
- Math Tools:
  - cubes
  - rekenrek
  - 100 chart
  - stamps
  - dominoes
  - ten frames
  - counters

\* Culmination of K-2 grade

## 2.OA.2

add  
subtr

all problem types

one- and two-step problems

compare  
start unk  
bigger unk  
smaller unk

know all sums and differences within 20

Understand relationship btw +/-

understand the meaning of the equal sign (8 equations)

Level 3 strategies

make an easier problem

$15-7 = 15-5-2 = 8$

Use basic facts

### Wishlist for 2nd Grade

<b>Vocabulary</b>	<b>Skills</b>
whole part-part	1. number core: <ul style="list-style-type: none"> <li>cardinality</li> <li>1 to 1 correspond</li> <li>number word sequence</li> <li>written numbers</li> </ul>
	2. Partners to 10 <ul style="list-style-type: none"> <li>Decompositions w/10</li> <li>10 + facts</li> </ul>

### Best Practices 2nd

- Draw to solve
- problem of the day (CGI)
- Number Talks
- T or F
- Vocab review
- Number Fluency
- White boards
- Turn & Talk
- Culturally Relevant CGI\*

Practices: Manipulatives, Patterns, instructional videos & songs, Modeling, How Many Ways?, RDW, A appropriate literature

## Fluent Focus

Single digit multiplication and related division

Counting all objects

Count-By's

Associative/Distributive Properties

Strategies:
 

- Arrays
- Equal Groups
- Skip Counting/Repeated Addition
- Composing/Decomposing (Number Bonds)
- Tape Diagrams

Problem Types:
 

- Unknown Factor ( $A \times B = C$ )
- Unknown Factor ( $C \div B = A$ )
- Unknown Product ( $A \times B = \square$ )
- Unknown Product ( $A \div B = \square$ )

Vocab:
 

- times
- product
- quotient
- divisor
- dividend
- inverse operation

## THIRD GRADE'S WISHLIST FOR 2ND GRADE

<b>SKILLS</b>	<b>VOCAB</b>
identify the unknown	factors
sums/differences w/in 20	decompose
making a 10	inverse property
	rows & columns (arrays)

## 3rd GRADE: BEST PRACTICES

Warm up: problem of the day (CGI)

Practices: Manipulatives, Patterns, instructional videos & songs, Modeling, How Many Ways?, RDW, A appropriate literature

## Grade 4: Operations & Algebraic Thinking

- Multiplication as a comparison "\_\_\_ times more than / \_\_\_ times less than"
- Multiple Step Word Problems
- Part Part Part = Whole
- Remainders  $\rightarrow$  Interpreting  $\rightarrow$  Understanding the context of word problem
- Factors, multiples, prime & composite #'s
- Number and Shape Patterns

## 4th Grade Concepts / Skills

- Regrouping
- Composing/decomposing #'s when multiplying & dividing
- Visualize & restate word problems in their own words (ex: 3 reads strategy)

### Vocabulary

- place value
- language of rounding (about, exact, precise, approximately...)

## Math Best Practices 4th Grade

### CGI Math Warm-Ups

- True/False
- Choral Counting
- Which one does not belong?
- How many ways?
- What Math Do you Notice?
- Counting Collections

### Word Problems

- 3 Reads Protocol
- Mystery Solving Framing
- Visualize, Paraphrase, Analyze
- Read, Draw, Write

## Grade 5 Operations & Algebraic Thinking

- Preparation for the Expression and Equations Progression of MS
- In fifth grade students are now working more formally with expressions
- Write expressions to express a situation
- Find evaluate/interpret expressions w/ multiplication
- This work should be viewed as **EXPLORATORY** rather than for attaining **MASTEY** (PEMDAS)
- Use Parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
- Write simple expressions that record calculations with #'s, and interpret numerical expressions without evaluating them

Concept/Skill	Vocabulary
division/multiplication facts	equivalent
regrouping	dividend
reading/breaking down word problems	quotient

## 5th MATH BEST PRACTICES

### Math Warm-ups

- 3 reads protocol
- True or False
- Which one does not belong?
- How many ways?
- Counting Collections
- Choral Counting
- CGI Problems

### Word problems

- read, draw, write
- model/visualize the information

How do they know? explain strategy and why they chose it/explain how answer is correct



# Professional Development

## Next Steps for Anti-Bias

- **All Students Must Thrive**
- **How to create Trauma-Aware Learning Environments**

# Professional Development

## Anti-Bias

**S E E L**

All Students Must Thrive  
Ch.2  
How to Create Trauma-Informed Learning Environments...

To better understand the symptoms AND implications of trauma in order to respond in a manner that supports healing.

Sit down and get to work

NEVER!

Confused (and mad)

Howe life

Tasha

Kids making fun of me

Childhood Trauma

"Trauma is an emotional response to an intensive event that threatens or causes harm." Harm may be:

- physical
- emotional
- real or perceived
- Single event
- over time

Childhood Trauma affects:

- physical/emotional well-being
- brain function & structure
- cognitive ability
- behavior
- Social/Emotional development

ACE scores correlate with health outcomes later in life.

Educators can serve as a buffer to disrupt some of these poor health and life trajectories.

★ Observe, don't judge!

Connecting to ACES

- what happened before behaviors
- understanding triggers
- all behavior is functional
- specific behavior is trying to send a message
- 3 common behaviors = <sup>with distress</sup> disruptive challenging

Trauma Informed Care

As educators we need to stop judging and start noticing to support healing.

Stop Judging & Start Noticing

Identify what you see

- don't place value on what you see

PRACTICE

- observe and notice without judgement
- Be mindful of your language

Example:

Instead of: "She's rich look at that necklace"

USE "She's wearing a necklace"

This practice is STEP 1 in becoming more sensitized to deeper problems.

Relationships Matter!!!

- All students need at least one adult connection in school.
- Educator's litmus test: do you treat the student the way you would want your child treated?
- Create an environment that encourages collaboration & bonding rather than hierarchical relationships.
- Ensure that students know they matter.
- Ask what their behavior is trying to communicate and respond with healing approaches.
- A win for each student looks different.
- Give the student the chance to be responsible and feel important.

shit

REFLECTIONS p.39-42

Impact of trauma:

- learning
- behavior
- cognitive develop.
- social/emotional health
- physical health
- overall well being

↓ ↓ ↓

- make them feel they matter, respected, supported
- demonstrate empathy + compassion
- identify protective factors + strengths
- stop silencing the students who are making the most noise, they are often trying to convey they need help
- reduce and not contribute to the stressors
- See them as "PEOPLE" first and then "barriers"

# Covid 19 Protocols



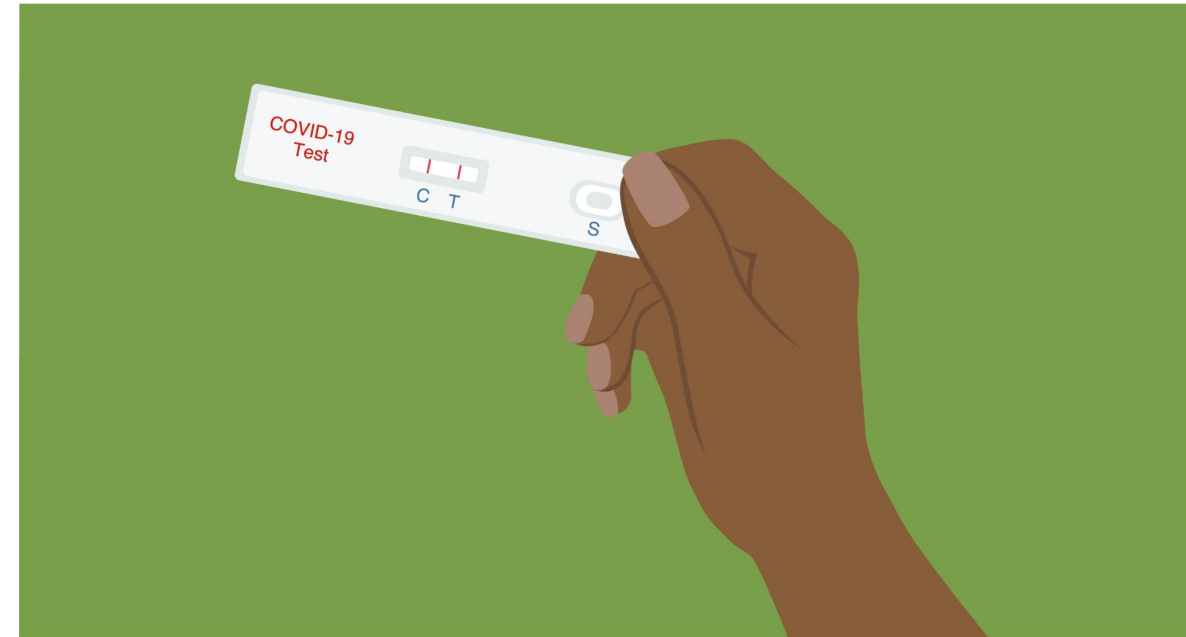
# Close Contacts

- Close contacts can remain at school as long as they are asymptomatic, wear a highly protective mask at all times indoors for 10 days, and test negative for within 3–5 days after last day of exposure.
- Close contacts will be provided with a rapid antigen test kit and directions to take a test at home between Day 3–5 after exposure and upload results to **Daily Pass**.
- Individuals who had a positive COVID-19 test in the past 90 days are exempt from testing.
- If an individual develops COVID-19 symptoms, they must remain home and test immediately.



# COVID-19 Positive

- Positive individuals may take an LAUSD-provided rapid antigen test or any other FDA-approved at-home antigen test out of isolation, as long as a photo image of the test result is uploaded into **Daily Pass** with:
  - Full name
  - Date of birth
  - Test results
  - Date the test was taken
  - Student ID Number
  - Employee Number
- Written on the test cartridge or on a separate piece of paper next to the test result.



# Isolation Periods

- Individuals who test positive must isolate at home for at least 5 days.
- Individuals who test positive may be released from isolation on Day 6, provided:
  - Any symptoms are improving,
  - They are fever-free for the past 24 hours without fever-reducing medication
  - Have a negative (antigen) test result from a test taken on or after Day 5.
- If an individual tests positive on a rapid antigen test between Day 5 and Day 10, they should not test again and should remain at home and complete a full 10 day of isolation.
- If an individual completes a full 10 days of isolation, there is no need for them to test to return to campus on Day 11.
- Initial and exit interviews are not required for Positive and Close Contact cases; cases will close automatically by the system.



# Masking

- Indoor masking is strongly recommended but not required at all schools and all non-school locations.
- The District will continue to make masks available to students and employees who need one, upon request.
- The District will continue to monitor COVID-19 transmission rates within schools and workplaces; any necessary or appropriate changes to the masking policy will be communicated.



# Homework Help / Tutoring





↓ CLICK HERE

FOR ELEMENTARY STUDENTS

# FREE ON DEMAND

## 1-TO-1 HOMEWORK HELP/TUTORING

To support students and families, LAUSD is providing on demand homework help with a personal virtual tutor. This support is available to all LAUSD students at no cost to families in multiple languages.

We have contracted with Paper to ensure 24/7 instant support for all students and families.

1 ←

SECURE ACCESS THROUGH SCHOOLLOGY

→ 4

PROVIDES HOMEWORK SUPPORT, FEEDBACK ON WRITING, STUDYING SUPPORT

2 ←

24/7 INSTANT ACCESS

→ 5

LIVE CHAT AND INTERACTIVE WHITE BOARD SUPPORT

3 ←

TUTORS SUPPORT MULTIPLE LANGUAGES



FOR MORE INFORMATION PLEASE VISIT <https://paper.co/lausd>



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# Paper

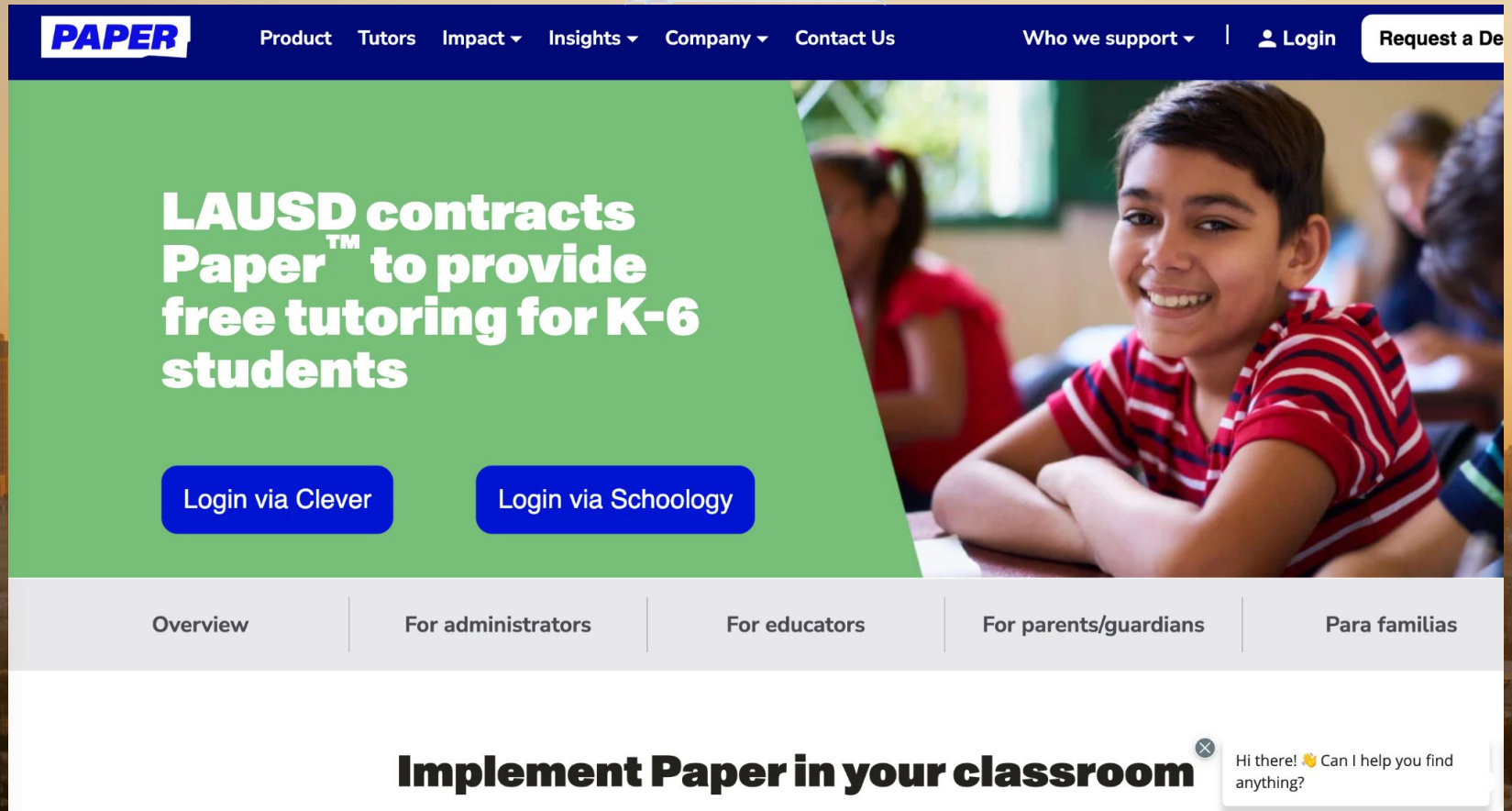
## Tutoring

Elementary teachers, are you ready to have a reduced workload this school year? Paper is here to help! You now have access to 24/7 academic coaches for your students, providing differentiated support on their after school assignments.

# K-6

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Login via Clever Login via Schoology

Overview For administrators For educators For parents/guardians Para familias

**Implement Paper in your classroom** Hi there! 🌟 Can I help you find anything?

# Tutor.com

## At-Home Tutoring

- Purchased by the Los Angeles Unified School District (available at no cost for schools and students!)
- Accessible 24/7 for all LAUSD students
- Fully integrated with Schoology® for single sign-on access

## Middle & High School

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## Top 10 Facts FOR EDUCATORS ABOUT

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A Service of **The Princeton Review**



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# School Experience Survey (SES)



# School Experience Survey (SES)

Donut Day  
Dec 9th



TAKE THE SURVEY ONLINE!

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A blue button with a white downward-pointing arrow and the text "CLICK HERE" in white capital letters.



## SCHOOL EXPERIENCE SURVEY

October 24th, 2022 to December 9th, 2022



# Acceleration Day



# Recent Updates:

- Deadline extended to Dec. 6th for students
- Beyond the Bell after school care will be available
- Will be held at our campus
- Ms. Cabrera will be the principal
- Please click on the images to go to the district page for Acceleration Days



<p><b>Register now to accelerate student learning!</b></p>	<p><b>¡Inscríbese ahora para acelerar el aprendizaje de los estudiantes!</b></p>
<p> Acceleration Days will take place on <b>December 19-20, 2022.</b></p> <p> To register your child, please contact your school by <b>Tuesday, December 6.</b></p>	<p> Los días de aceleración tendrán lugar el <b>19 y 20 de diciembre, 2022.</b></p> <p> Para inscribir a su hijo/a, por favor comuníquese con su escuela a más tardar para el <b>martes 6 de diciembre.</b></p>

## Personalized support in the elementary classroom

Students will receive tailored support through instructional and enrichment programs.

### Sample Schedule

Time	Activity
8:00 a.m. to 8:20 a.m.	Breakfast
8:30 a.m. to 2:30 p.m.	Small group literacy lesson or interactive read aloud
	Break
	Enrichment activity (such as dance)
	Small group math lesson or enrichment (such as an engineering challenge)
	Lunch
	Tutoring or enrichment (such as math problem solving)
	Recess
	Enrichment activity (such as a science exploration activity)
2:30 p.m.	Dismissal

**Students will receive:**

- Healthy meals
- Beyond the Bell after school programs
- Science and arts enrichment
- Targeted instruction for math and literacy

**THANK YOU!!!**

