



Kindergarten Back to School Night

August 26, 2026

Laura Daly



Welcome
Families /
Bienvenidos
Familias



Agenda

- Welcome
- Introduction
- Review Curriculum & Specials
- General Information
- Communication with the Teacher
- Questions and Answers



Laura Daly

- My husband Rob and I have three wonderful children, Victoria, Ryan and Brendan.
- This is my 34th year of teaching! I have been at Meadow Heights for 18 years and this is my 16th year teaching kindergarten.
- I have taught multiple grade levels- K, 1st, 2nd and Middle School Math.
- I enjoy shopping, cooking and spending time with my family.

Kindergarten Curriculum

- Language Arts
- Math
- Social Studies
- Science
- Social Emotional Learning
- Specials- Art, Library, Music, PE, Lego Lab

Schedule

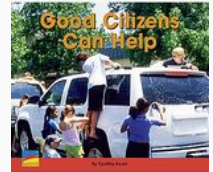
	Kindergarten - Daly				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 - 8:45	opening	opening	opening	opening	opening
8:45-9:00	PAF - Whole Group	PAF - Whole Group	PAF - Whole Group	PAF - Whole Group	PAF - Whole Group
9:00-9:45	Math/Math Mindset & Zearn	Math/Math Mindset & Zearn	Math/Math Mindset & Zearn	Math/Math Mindset & Zearn	Math/Math Mindset & Zearn
9:45- 10:15	DELD	DELD	Music 9:45-10:15	DELD	DELD
10:15 - 10:40	RECESS	RECESS	RECESS	RECESS	RECESS
10:40 - 11:10	Science & Social Studies	Science & Social Studies	Science & Social Studies	Science & Social Studies	Library 10:45 -11:15
11:10 - 12:00	Knowledge Building/ELA	Knowledge Building/ELA	Knowledge Building/ELA	Knowledge Building/ELA	Knowledge Building/ELA
12:00-1:00	PAF - Small Group & PE	PAF - Small Group & PE	PAF - Small Group	PAF - Small Group & PE	PAF - Small Group & PE

Benchmark English Language Arts And Social Studies



Benchmark Advance is our district adopted ELA curriculum

- Benchmark is a balanced literacy approach to ELA
 - Read Aloud
 - Reading Mini Lesson (Mentor Read)
 - Independent Reading
 - Daily lessons include whole group and small group instruction





Foundational Skills

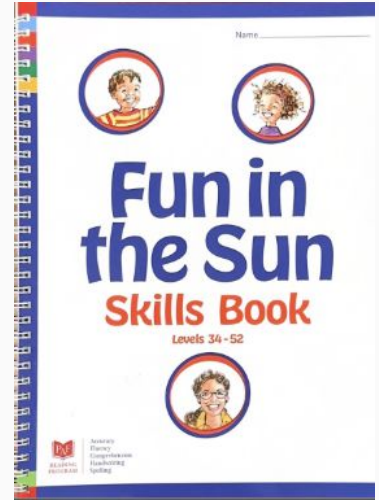
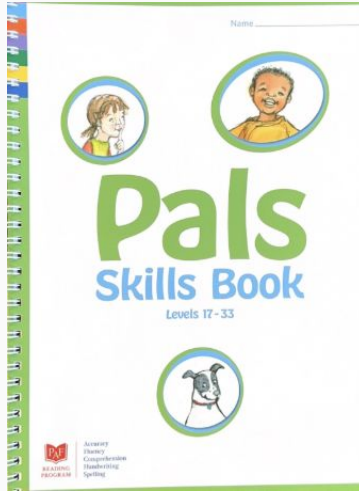
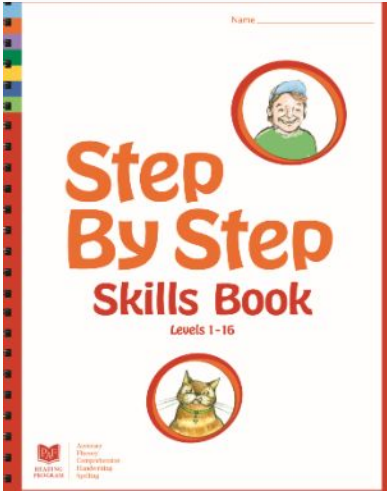
PAF is a multisensory phonics-based program in which reading, spelling, and handwriting are taught as one unified lesson. It's a beginning reading program that meets the needs of all children, including those at risk for reading failure, and offers instructional techniques based on the latest scientific research.

PAF Program Implementation

PAF will be implemented as a Tier 1 reading program by kindergarten teachers. PAF lessons will be delivered a minimum of 45 minutes a day, 5 days a week.

Tier 1 instruction for the whole class by the classroom teacher.

PAF Series





Math: Amplify Math Desmos

Units:

Unit 1: Math in Our World

Unit 2: Numbers 1-10

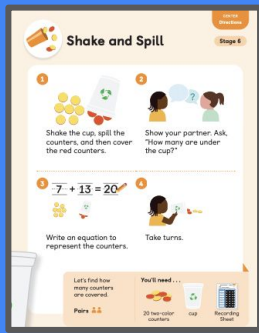
Unit 3: Flat Shapes All Around Us

Unit 4: Understanding Addition and Subtraction

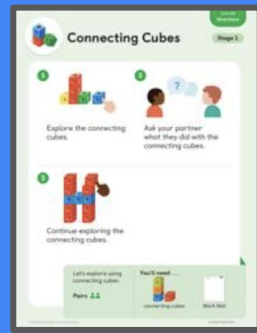
Unit 5: Make and Break Apart Numbers Within 10

Unit 6: Numbers 0 -20

Unit 7: Solid Shapes All Around Us

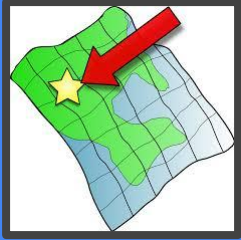


Math Center Games



Amplify Desmos Math Center Games are engaging, hands-on, 15-minute activities for students to play collaboratively and strengthen their understanding of key skills and concepts.

Amplify Desmos Math game-based Centers are built into daily instruction in a variety of ways to engage students and reinforce key skills and concepts.



Social Studies



Unit 1: Learning About Myself

Unit 2: Learning and Working Together

Unit 3: Work Now and Long Ago

Unit 4: Geography of the Neighborhood

Unit 5: National and State Symbols

Unit 6: Reaching Out to Times Past



Twig Science - Kindergarten



1. My Big Nature Adventure

Module Phenomenon: Different plants and animals live in different places.



2. Marble Run Engineer

Module Phenomenon: What happens when we push, pull, and drop objects? How can we change their speed and direction?



3. Be Prepared

Module Phenomenon: How do we observe weather and collect data to describe weather patterns over time?



4. I Can

Module Phenomenon: How can I protect the environment from changes that harm it?



Social Emotional Learning

Responsive Classroom

+

PBIS

+

Soul Shoppe

+

We use a variety of
methods to support
the social emotional
learning for our
students

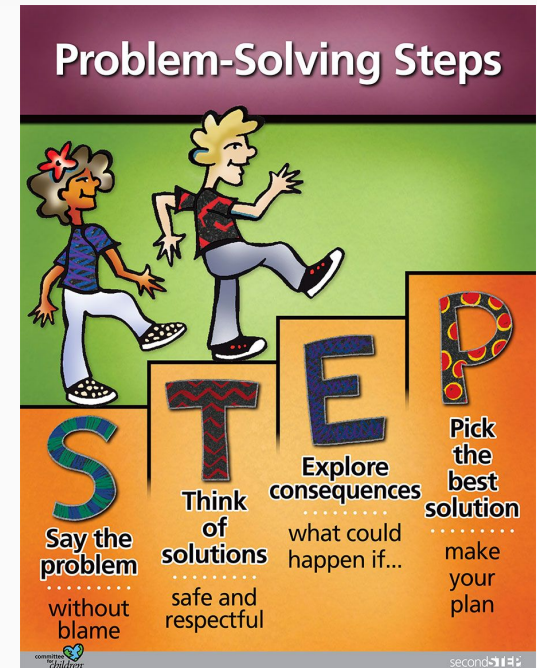


"A world where respect and empathy are the norm, and every child can thrive and shine!" - Soul Shoppe

Social Emotional Learning



- An important part of kindergarten is the Social Emotional Learning
- We will work on sharing our feelings, building peer relationships, decision making skills, and so much more
- Daily Mindfulness Practices
- 2nd Step Curriculum



Positive Behavioral Interventions & Support

Meadow Heights Mustangs are...

- Safe
- Respectful
- Responsible



Mustang Ticket

You've been caught being ...

☐ Respectful/Respetuoso

☐ Safe/Seguro

☐ Responsible/Responsable

Student name: _____

Grade: _____

Date: _____

Staff Initials: _____

Thank you for helping to make
Meadow Heights a safe and
amazing place to learn and grow!

How are we implementing this?

- Discussion about what these three traits look like around campus
- Literature
- Examples in the classroom
- Mustang Tickets
- Assemblies
- Soul Shoppe

Parents can help by reinforcing these character traits at home!

Specials

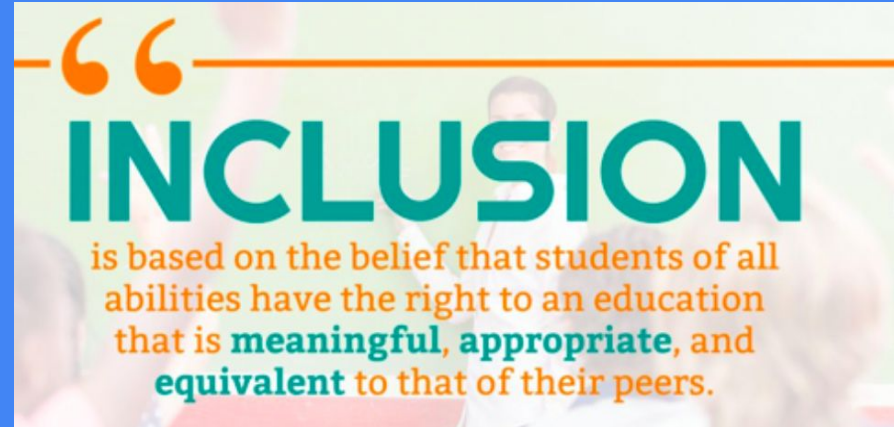
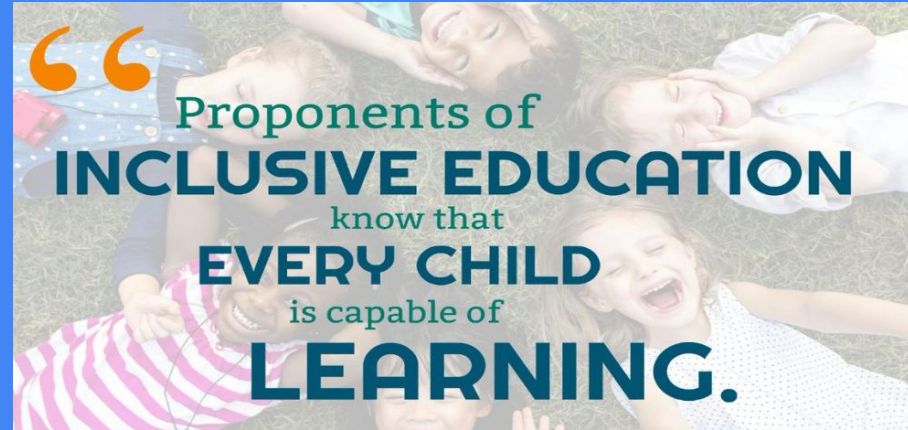
Art, Library, Music, and PE

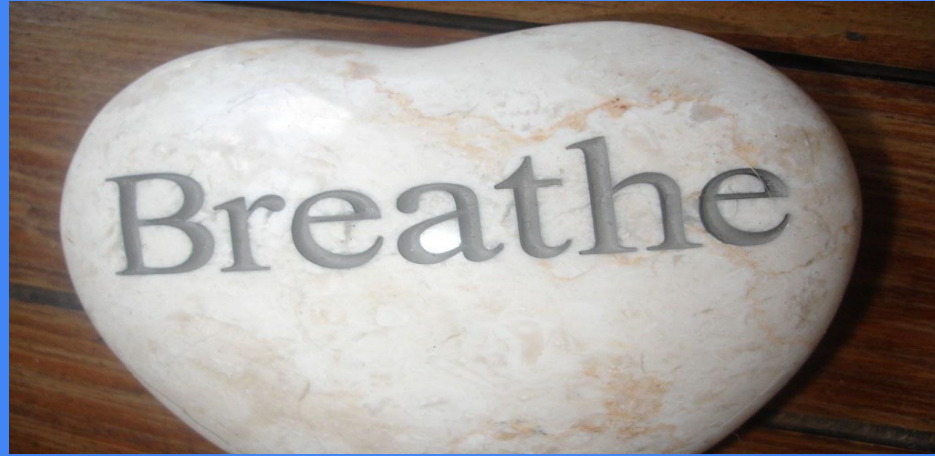
- Lego Lab twice per month
- Art-in Action twice per month
- Library occurs weekly
- P.E. occurs 4 days per week (M,T,TH,F)
- Music occurs weekly



Meadow Heights continues to develop inclusive practices school wide.

Students assigned to a special day class are included in general education classes throughout the school day.







General Information

- Bell Schedule
- Supplies
- Snacks
- Birthdays
- Homework
- Field Trips

- Student Expectations
- Conferences
- Report Cards
- Dress Code
- Volunteer Opportunities
- Helpful Guidelines
- Communication



Bell Schedule for Kindergarten

- Student supervision on yard/gates open 8:15
- Kindergarten hours: 8:35-1:15
- **Minimum Day Schedule:** 8:35-12:45 (Wednesdays)
- Kindergarten students will have snack/recess 10:15-10:40 and lunch from 12:55-1:15



Snacks



Your child will need a snack every day. Please remember that the students will have about 15 minutes to eat during our morning break. With this in mind, please try to pack a reasonable amount of food for the morning snack. Water and two food items seem to be an appropriate amount. Healthy food and snack choices are encouraged. Students may also get a school snack.



Supplies



We have taken care of the supplies needed for each student. Each student have his/her own toolbox for the storage of the supplies. Throughout the year, we will most likely need to reach out to the families to restock some of the supplies.

Please have a backpack, water bottle, and lunchbox for your child. **(Remember to label these items with your child's first and last name).**



Dress Code



We ask that your child is always appropriately dressed for school. Please remember that all students need to wear running shoes for P.E.

Label sweaters and jackets so they can be returned if left on the yard.

Homework

Additional math homework will be sent home in the blue folders. These assignments are a great way to stay informed about what your child is learning and practicing in class.

Please take the time to sit with your child and help them complete the assignment. Completed worksheets should be returned to school in the blue folder.

Birthdays



Meadow Heights has a specific policy regarding birthday celebrations. **Food items are not allowed.** Please do not send in any food items for your child's big day. A special birthday crown will be given to the birthday child to help celebrate the day.

If you wish to send in goodie bags, please make sure that they **do not** contain any food items and there are enough bags for all students. Goodie bags should be delivered **before school.**

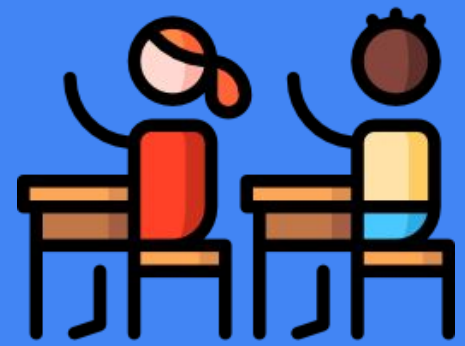


Field Trips



We will have one field trip off campus (TBD), and a number of on campus "field works."

Student Expectations (Behavior)



Lifelong success depends on self-discipline. In kindergarten every student is given the opportunity to manage his/her own behavior. We will facilitate the children so that they become responsible, mature citizens. Basically the students are expected to:

1. Allow the teachers to teach and the students to learn.
2. Listen to the teachers and follow directions.
3. Work cooperatively with fellow students.
4. Complete assignments.
5. Try their best.

Whole Body Listening!

Larry wants to remind you to
listen with your entire body



Eyes = Looking
toward the speaker



Ears = Both ears
ready to hear



Mouth = Quiet -
waiting for your turn
to talk



Hands = Quiet and
kept to yourself



Feet = Quiet
and still



Body = Facing
toward the speaker



Brain = Thinking about
what is being said



Heart = Consider
the speaker and
others listening

Social
Thinking

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Conferences

- Formal parent-teacher conferences will be held on October 16th, 19th, 20th, 22nd, and 23rd **from 1:30-3:30 PM**. Conferences will last approximately 20 minutes.
- Thursday, October 22nd conferences will also be in the evening from **4:00 PM-6:00 PM**.
- We will do our best to schedule conference times that are most convenient for you.
- **Students will be dismissed at 12:45 PM on conference days.**

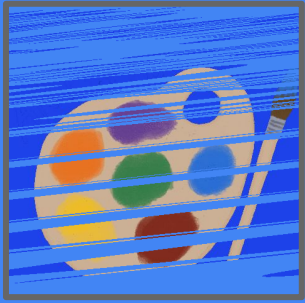


Report Cards / Las Boletas de Calificaciones

Report cards are sent home three times per year, at the end of each trimester.

Las boletas de calificaciones se envían a casa tres veces al año. Al final de cada trimestre.

If your student has an IEP, their progress on goals will also be sent together with their report card.



Volunteer Opportunities



Classroom volunteer opportunities will be in the form of take home projects (cutting, tracing, etc.) If you are interested in helping, please let me know.

Parents are warmly welcome and encouraged to volunteer for our Art in Action and LEGO Lab activities! These volunteer opportunities take place on alternating Thursdays from 10:40-11:40 a.m. Parents can help support students during these hands-on activities, assist with materials and projects, and help make each session a fun and engaging experience for everyone.

Become a Volunteer

Level 1

Level 1 volunteers are NOT permitted to be alone with students out of the direct supervision of a Certificated District employee.

Level 1 volunteers DO NOT have to complete fingerprinting or mandated reporting training.

Level 1 must provide a copy of a tuberculosis clearance (within 60 days) if they will volunteer with frequent or prolonged contact with students.

Level 1 Examples:

- Regularly scheduled classroom/school volunteers

Level 2

Level 2 volunteers are those who are alone with students and not under the direct supervision of a Certificated District employee.

Level 2 volunteers MUST complete fingerprinting. Livescan forms for fingerprinting are available in the school office. Many UPS stores provide Livescan services.

Level 2 volunteers must provide a copy of a tuberculosis clearance (within 60 days).

[CA Mandated Reporter Online Training Child Abuse-Volunteers Module](#)

CLICK HERE!

[Tuberculosis Risk Assessment Questionnaire/Certificate of Completion Forms](#)

CLICK HERE!

Level 2 Examples:

- Attending a field trip
- Tutors



Helpful Guidelines

- Please set an early bedtime for your child.
- Encourage your child to eat a healthy breakfast each morning.
- Provide healthy snacks that your child likes and will readily eat.
- Please keep all toys at home.
- Make sure that everything belonging to your child is labeled.
- Make sure that your child is on time for school.

K-2 Technology Shift

Our district is transitioning TK-2 classrooms from a 1:1 assigned device model to a shared, campus-based cart model. TK-2 classrooms are encouraged to function as screen-free student environments whenever possible. Ideally, chromebook carts are not housed in the classroom.

- Tech in TK-2 will be primarily be teacher-facing (document cameras, modeling, intro videos).
- Focus on hands-on manipulatives, paper-and-pencil writing, printed books, and human interaction.

Collecting 1:1 Computers

If your child was given a district chromebook, please have them **return them to school on August 28th**. This chromebook will become part of the cart of computers that will be available as needed for K-2nd.

Meadow Heights

data/year long plan/incentives

Attendance Achievement by Month

What is Chronic Absence? **MISSING 2 OR MORE DAYS PER MONTH**

Including both excused & unexcused absences

Strive For Under 5!

Where are you?

End of Month	GOOD	AT-RISK	CHRONIC
August	0	1	2 or more
September	1 or less	2	3 or more
October	2 or less	3-4	5 or more
November	3 or less	4-6	7 or more
December	4 or less	5-8	9 or more
January	5 or less	6-10	11 or more
February	6 or less	7-12	13 or more
March	7 or less	8-14	15 or more
April	8 or less	9-16	17 or more
May	9 or less	10-17	18 or more

Logros de asistencia por Mes

¿Qué es Absentismo Crónico? FALTAR 2 O MÁS DÍAS AL MES

Incluye ausencias tanto justificadas como injustificadas

Intenta llegar a menos de 5

¿Dónde está usted?

Fin Del Mes	BIEN	EN RIESGO	CRÓNICO
August	0	1	2 o más
September	1 o menos	2	3 o más
October	2 o menos	3-4	5 o más
November	3 o menos	4-6	7 o más
December	4 o menos	5-8	9 o más
January	5 o menos	6-10	11 o más
February	6 o menos	7-12	13 o más
March	7 o menos	8-14	15 o más
April	8 o menos	9-16	17 o más
May	9 o menos	10-17	18 o más

ATTENDANCE

in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids

in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹



2 in 10
low-income kids
miss too much
school. They're also
more likely to suffer
academically.²



2.5 in 10
homeless kids
are chronically
absent.²



4 in 10
transient kids
miss too much
school when
families move.²



Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?³



64%

of kids with good attendance in K and 1st
(missed 9 or fewer days both years)



43%

of kids with at-risk attendance
(missed more than 9 days both years)



41%

of kids chronically absent in K or 1st
(missed 18 or more days one year)



17%

of kids chronically absent in K and 1st
(missed 18 or more days both years)

What We Can Do



Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.



Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?

¹ Chang, Hedy; Romero, Mariajose, Present, *Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY, NY, September 2008.

² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

³ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

ASISTENCIA

en los primeros grados

Muchos de nuestros estudiantes más pequeños faltan a la escuela el 10% del año escolar - como 18 días al año o sólo dos días al mes. La ausencia crónica en kinder e incluso en la pre escuela, puede predecir bajas calificaciones en exámenes, mala asistencia escolar y baja retención en los próximos años escolares, especialmente si el problema de ausencia persiste durante más de un año. ¿Sabe usted cuántos niños pequeños están ausentes crónicamente en su escuela y comunidad?



Quién es Afectado

Los estudiantes de kinder y 1er grado frecuentemente tienen niveles de ausencia tan altos como los de la preparatoria, (high school).

Muchas de estas faltas son justificadas, pero igual, se suman al tiempo perdido en clase.

1 de cada 10 niños

en kinder y 1er grado es crónicamente ausente. En algunas escuelas es tan alto como 1 en cada 4 niños.¹



2 de cada 10 niños de bajos ingresos

faltan demasiado. También es más probable que tengan problemas académicos.¹



2.5 de cada 10 niños sin hogar

están ausentes crónicamente.²



4 de cada 10 niños migrantes

faltan demasiado cuando la familia se muda.²



Por Qué Importa

Si los niños no asisten regularmente, pierden habilidades fundamentales de lectura y matemáticas y la oportunidad de crear el hábito de buena asistencia, que los conduce a la universidad y una carrera.

Datos preliminares de un estudio en California encontró que los niños que fueron crónicamente ausentes en kinder y 1er grado tuvieron menos probabilidad de leer a nivel al final del 3er grado.

¿Quién puede leer a nivel después del 3er grado?



de los niños con buena asistencia en kinder y en 1er grado (faltaron 9 días o menos en ambos años)



de los niños con asistencia en riesgo (faltaron más de 9 días en ambos años)



de los niños ausentes crónicamente en kinder y 1er grado (faltaron 18 días o más en ambos años)



de los niños ausentes crónicamente en kinder y 1er grado (faltaron 18 días o más en ambos años)

Qué Podemos Hacer



Involucrar a las Familias

Muchos padres y estudiantes no saben cómo las ausencias en los primeros años pueden aumentar rápidamente los problemas académicos. Miembros comunitarios y maestros pueden educar a las familias, creando una cultura de asistencia escolar, dando información temprana, incentivos y atendiendo estadísticas.



Hacer Arreglos para Llegar a la Escuela

La falta de un carro o perder el bus escolar causan que algunos niños no vayan a clase. Las escuelas, agencias de transporte y miembros comunitarios pueden organizar viajes compartidos en carro, proveer pasajes para el bus u otras maneras para que lleguen a la escuela.



Atender las Necesidades de Salud

Problemas de salud infantil, particularmente el asma y los problemas dentales, son de las principales causas de ausentismo escolar durante los primeros años. Escuelas y médicos pueden trabajar juntos y proveer atención médica y recomendaciones a los niños y las familias.



Monitorear los Datos Correctos

Con frecuencia las escuelas ignoran las ausencias crónicas ya que monitorean el promedio de asistencia o ausencias sin excusa, y no cuántos niños faltan muchos días por cualquier razón. Attendance Works tiene herramientas sin costo, para dar seguimiento a estos datos.

Estos son algunos pasos que las comunidades y escuelas pueden tomar. ¿Cómo puede ayudar usted?

¹ Chang, Hedy; Romero, Mariajose, Present, *Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty; NY: NY, September 2008.

² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

³ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

Absence Reminder

The school office needs to be alerted to any student absence:

- Please email or phone the office when your child is absent from class or there are plans to be absent from class.

Office Email: meadowheightsattendance@smfc.k12.ca.us

Office Absence Number: 650-312-7568 *3

Parent Communication

Please be aware that all communications from me, the school, and the district will be sent through ParentSquare. Please make sure you are checking ParentSquare regularly so you do not miss important updates, announcements, or information.

Thank you for staying connected and helping us keep communication clear and consistent throughout the school year!



Mustang Roundups



We're excited to continue our tradition of the **Mustang Roundup** on the **first Friday of each month!** These school-wide assemblies focus on our **monthly life skill**, and selected grade levels will perform a **skit, song, or presentation** to bring it to life. We'll also be celebrating **class attendance percentages** and other school highlights.

Our upcoming Roundup is scheduled for **Friday, June 4, 2027.**

We encourage you to join us—**they're always fun, engaging, and a great way to support our students!**

Please make an effort to attend. We look forward to seeing you there!



Communication with the Teacher

Laura Daly: ldaly@smfc.k12.ca.us



School announcements and information will go through Parent Square.



Meadow Heights PTA

The Meadow Heights Parent Teacher Association (PTA) is dedicated to supporting our school, the students, our teachers/staff and all families.

The Meadow Heights PTA:

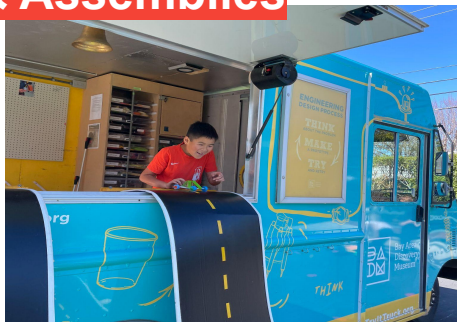
- **Plans** community events and activities
- **Provides funding** for school programs & enrichment for students
- **Organizes volunteers** to run events, help in classrooms & support the school
- **Sends communications** to help families stay informed and connected
- **Arranges staff appreciation** activities throughout the year
- **And so much more!**

Please support our community by sharing your time, talents and donations!

Visit www.meadowheights.org to get started!

Your donations & volunteer time helped make these activities possible last year...

Field Trips & Assemblies



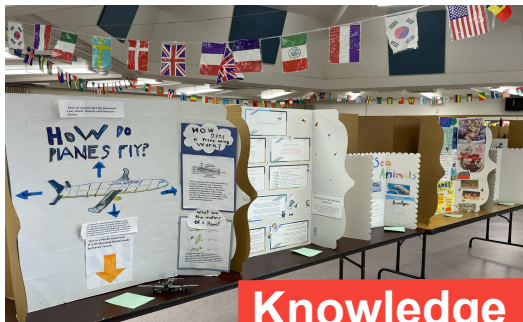
Art & Music Class



Lego Lab



And so much more!



Knowledge Fair & Stampede



Help us make these possible again this year!

Sign up for PTA today!

Get involved and **JOIN the PTA** for **only \$10** and 5 meetings a year. Together we make Meadow Heights the amazing community that it is.

¡Involucrate **y únete a la PTA** por **tan solo \$10** y asistiendo a 5 reuniones al año! Juntos hacemos de Meadow Heights la increíble comunidad que es. **Scan to Volunteer**
Scanea para ser Voluntario



Upcoming Volunteer Opportunities:

Harvest Carnival (October 30)
Room Parents
Multilingual Parent Resource

Proximas Oportunidades de Voluntariado:

Harvest Carnival (Octubre 30)
Padres de Clase
Recursos de Padres de Varios Idiomas

Questions? Email Carisa @ president@meadowheights.org
Preguntas? Correo electronico: Carisa @president@meadowheights.org





QUESTIONS? / ¿PREGUNTAS?

Your Support Is Appreciated

Thank you in advance
for your support and
patience.



A word cloud featuring the phrase "Thank You" in numerous languages. The words are arranged in a circular pattern, with "thank you" in large red letters at the center. Other prominent words include "danke" (blue), "gracias" (green), "merci" (orange), and "teşekkür ederim" (pink). Smaller words in various colors include "spasibo", "arigato", "dank je", "misaotra", "matondo", "paldies", "grazi", "matato", "tapadh leat", "xhala", "asante", "manana", "obrigado", "dziękuję", "sukriya", "kop khun krap", "go raibh maith agat", "arigato", "takk", "dakujem", "trugarez", "merci", "shukriya", "merce", "merci", "xixie", "감사합니다", "ভাৰতীয়", "didi madiaba", "kam sahi hamuda", "rahmat", "terima kasih", "tanemiri", "rahmet", "arigato", "dhanayadagalu", "diolch", "eucharistw", "sulpay", "go raibh maith agat", "mochchakkeram", "dijere dieur", "lau", "mamun", "chokone", "murakore", "obrigado", "hvala", "mauruuru", "koszonom", "gracie", "boyaralaa", "nami", "nandiri", "kiitos", "dankie", "aaafetai lava", "vinaka", "chacobi", "blagodaram", "kia ira", "barka", "welalin", "tack", "ngiyabonga", "rahmat", "Баярлалаа", "спасибо", "bedankt", "enkosi", "sagolun", "najis tuke", "chhorakaloutioun", "gratias ago", "gracies", "sulpay", "taiku", "griez", "dhanayadagalu", "diolch", "eucharistw", "xixie", "감사합니다", "ভাৰতীয়", "didi madiaba", "kam sahi hamuda", "rahmat", "terima kasih", "tanemiri", "rahmet", "arigato", "dhanayadagalu", "diolch", "eucharistw", "sulpay", "go raibh maith agat", "mochchakkeram", "dijere dieur", "lau", "mamun", "chokone", "murakore", "obrigado", "hvala", "mauruuru", "koszonom", "gracie", "boyaralaa", "nami", "nandiri", "kiitos", "dankie", "aaafetai lava", "vinaka", "chacobi", "blagodaram", "kia ira", "barka", "welalin", "tack", "ngiyabonga", "rahmat", "Баярлалаа", "спасибо", "bedankt", "enkosi", "sagolun", "najis tuke", "chhorakaloutioun", "gratias ago", "gracies", "sulpay", "taiku", "griez", "dhanayadagalu", "diolch", "eucharistw", "xixie", "감사합니다", "ভাৰতীয়".