



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Dual Language Immersion Program Parent/Guardian Session

October 3, 2017



## Just Like Me

- 1) How many years have you been a part of the SMMUSD Immersion Family?
- 2) Which school does your child(ren) attend?
- 3) Name one reason you chose Immersion for your child(ren)?



# Our Time Together

- Brief History Celebrations
- Immersion Survey 2016
- Immersion Teacher Leadership
- Ad Hoc Committee Reports
- Next Steps



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# Our Program

History and Celebrations



# Dual Language Immersion

## A Brief History

- 1986- Immersion Program begins at Edison: One Kindergarten and one first grade
- 1994- Immersion begins at Santa Monica HS
- 1998 First Immersion class to graduate from Samohi
- Edison Elementary, National Blue Ribbon
- 2016 Seaside Immersion Pre-K class

# SMMUSD Dual Language Immersion Program

Gr.	John Adams
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Humanities (2 periods)               <ul style="list-style-type: none"> <li>-Language Arts</li> <li>-Social Studies</li> </ul> </li> </ul>
7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• World History</li> <li>• Spanish Literature</li> </ul>
8 <sup>th</sup>	<ul style="list-style-type: none"> <li>• US History</li> <li>• Spanish 1SS</li> </ul>

Gr	Santa Monica High School
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Freshman Seminar</li> <li>• Algebra IM*</li> <li>• Spanish SS**</li> </ul>
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Geometry IM*</li> <li>• World History IM</li> <li>• Spanish SS or AP**</li> </ul>
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Intermediate Algebra IMM*</li> <li>• U.S. History IM</li> <li>• Spanish SS or AP**</li> </ul>
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• U.S. Gov/Economics IMM</li> <li>• Spanish SS or AP**</li> </ul>
Notes	<p>*Math courses do not correspond to grade level.</p> <p>**Must take up to Spanish 4SS (SS=Spanish for Spanish Speakers). We encourage students to take ALL Spanish AP classes.</p>

# Program Model 90/10

Grades	Instructional Language
Pre-K	90% Spanish 10% English
TK/Kinder	90% Spanish 10% English
1 <sup>st</sup>	90% Spanish 10% English
2 <sup>nd</sup>	80% Spanish 20% English
3 <sup>rd</sup>	70% Spanish 30% English
4 <sup>th</sup> – 5 <sup>th</sup>	50% Spanish 50% English
6 <sup>th</sup> – 8 <sup>th</sup>	30% Spanish 70% English
9 <sup>th</sup> -12 <sup>th</sup>	30% Spanish 70% English



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# Immersion Survey 2016



# Who took the survey?

Students	46
Parents	169
Teachers/Admin	14





# Survey Topics

- Course Offerings
- Rigor of Program
- Program Alignment
- Teacher Expectations
- Overall quality
- Reasons for enrollment
- Satisfaction w/PD opportunities

warm  
thrive  
close-knit  
dedicated  
bicultural  
relationships  
global  
bilingual  
nurturing  
success

community  
outstanding  
bilingual  
foundation  
remarkable  
inspire  
commitment



Students are challenged in the DI classes.

Teachers set high expectations for students enrolled.

Overall quality of SMMUSD's DI Program (Excellent/Good)



What program strengths emerged from the survey (all three groups)?



# What needs emerged from the survey results?

Common expectations for students among teachers.

Alignment from elementary to middle school and middle school to high school.

Sufficient course offerings at the secondary level

Professional development offerings.

**Feedback Opportunities**





# To Summarize

## Strengths to build on:

- ✓ High Expectations
- ✓ Challenge
- ✓ Overall Quality

## Needs:

- ✓ Common Expectations
- ✓ Program Alignment
- ✓ Course Offerings



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# Immersion Teacher Leadership



# Immersion Teacher Leadership

- Immersion teacher representatives from grades K-12 met together to:
  - ✓ Review survey results
  - ✓ Share core beliefs
  - ✓ Draft a PreK-12 mission statement
  - ✓ Review World Language Content Standards
  - ✓ Identify next steps



# Immersion Teacher Core Beliefs

The SMMUSD Dual Language Immersion Program:

- Celebrates diversity
- Develops students who are bilingual and biliterate
- Provides rigorous instruction that challenges students to think critically
- Promotes social justice
- Prepares students for 21<sup>st</sup> Century careers



# Immersion Teacher Leadership Team: Next Steps

- Refine the draft mission statements
- Review Immersion course offerings
- Select and adopt new instructional materials at the secondary level (where needed)



# Professional Development and Articulation Opportunities for Teachers

- CAFE Secondary Spanish Dual Immersion Symposium
- Course alignment discussion: Spanish 1-Spanish 4 teachers





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# Ad Hoc Committee Reports

Communication and Fundraising



# Communication Ad Hoc Committee

- Goal: Establish district and site communication systems related to the Immersion Program
  - Website Content (site/district)
  - Blackboard Connect
  - School site newsletter



# Funding and Fundraising Ad Hoc Committee

- Goal: Bring clarity to roles and responsibilities around funding and/or fundraising
  - Review current board policy AR 1230
  - Current structures and mechanism for fundraising
  - Friends of Immersion role

Please choose a recorder and reporter for your table and discuss the following:

1. What type of information would you like to see included in district/site webpages?
2. What community building activities have you found most meaningful during your time in the immersion program?
3. Please discuss at your table and be prepared to share out.

## Information gathering for ad hoc committees



