



# **Kindergarten and Transitional Kindergarten: Orientation for Prospective Applicants for 2022-2023**

# Goals for this session

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To provide interested parents with the information about Dual Immersion and Edison that they need to make an informed decision for their child including:

- Structure, instructional methods, evidence for effectiveness of 90-10 dual immersion programs
- Programs and services available at Edison
- Parental support and involvement
- Edison admission process
- How to apply

# ABOUT EDISON...

- ❑ A public school -- part of the Santa Monica-Malibu Unified School District.
- ❑ A school of choice for all families.
- ❑ Approximately 390 children in Pre-K through 5th grade.
- ❑ Full school 90-10 dual-immersion curriculum for all students
  - ❑ 35+ years as a dual immersion program

# Edison Students

| Hispanic | White | African American | Asian |
|----------|-------|------------------|-------|
| 77%      | 17%   | 3%               | 2%    |

- Edison has a demographic profile that is unique among SMMUSD schools:
  - 42% of qualify for free and reduced lunch.
  - At entry, about one-third are English Language Learners and another 20% are bilingual.
  - About  $\frac{3}{4}$  are of Hispanic/Latinx origin



# AGE FOR ENROLLMENT 2022-23

| Grade                          | Birthdates                           |
|--------------------------------|--------------------------------------|
| Transitional Kindergarten (TK) | Born between 9/2/2017 and 02/02/2018 |
| Kindergarten                   | Born on or before 9/1/2017           |
| First Grade                    | Born on or before 9/1/2016           |

# Transitional Kindergarten

- ❖ Can only serve children born between 9/2 and 12/2
- ❖ 4 years old at the beginning of the school year and 5 by December 2.
- ❖ One class of 24 students
  - Maestra Lindsay Newman
  - Two Bilingual Instructional Assistants – 3 hrs per day
  - 90% of the instructional day is in Spanish
- ❖ Same schedule and calendar as Kindergarten
- ❖ Part of SMMUSD's Early Learning Pathway -follows TK standards
- ❖ Is intended as a bridge between preschool and Kindergarten

# Kindergarten

- Three Kindergarten classes each with 24 students
  - Maestras Jamila Banks, Aida Díaz, and Carolina Castillo
  - Bilingual Instructional Assistants – 1.5 hours per day
- Children must be 5 years old on or before September 1
- Curriculum follows the California Content Standards for Kindergarten
- 90% of the instructional day is in Spanish

# Admission after Kindergarten

- Admission to 1st - 5th grades is on a space available basis
  - Little turnover
  - May or June admission
- Residential and language priorities
- Applicants need to have either been enrolled in dual immersion programs or have otherwise had formal reading and writing instruction in Spanish to be successful past Kindergarten.

# TK and K

## □ **Hours**

- Regular Days and Wednesdays -- 8:15 am – 1:15 pm
- Minimum days – 8:15 am – 12:30 pm

## □ **In the morning:**

- Students are health screened at the preschool gate, admitted between 8:00-8:15.
- Wait in seats in Kindergarten playground (supervised) and teachers come to get them

## □ **In the afternoon:**

- Families pick students up at 1:15 pm at the preschool gate

# Dual Immersion Basics

- ❑ **Type of bilingual education**
  - ❑ (Two-Way Bilingual Immersion (TWBI), Dual Language (DL), or Dual Immersion)
- ❑ **Use Two Languages** for instruction over the life of the program – students' native language and another target language -- At Edison, Spanish and English
- ❑ **Students Learn Together** – with and from each other
- ❑ **Long-Term** – ideally K-12
- ❑ **Three equally important goals:** bilingualism, mastery of content, sociocultural competence

# Dual Immersion is....

- A long-term program that develops the many cognitive advantages of being a proficient bilingual for ALL students
- An additive program model – adds an additional language, but not at the expense of the first language and culture
- An enrichment and not a deficit approach
  - Students learn together serving as native language models for each other (integrated program)

# Dual Immersion is....

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- A program in which students use their second language daily to communicate with others (authentic purposes)
- A program that prepares ALL students with skills for college and careers – not for minimal competence

# About the three pillars:

## 3 Pillars of Dual Language

**Bilingualism**  
**Biliteracy**  
**Bilingüismo y**  
**biletrado**

**Academic**  
**Achievement**  
**Logro**  
**académico**

**Sociocultural**  
**Competence**  
**Competencia**  
**Sociocultural**

# Pillar I: Bilingualism and Biliteracy

- Students must be able to listen, speak, read and write in both languages and use each as a support for the other.
- This goes beyond what a student might achieve in a traditional foreign language course – we are working toward proficient bilingualism
  - Bilingualism
  - Biliteracy
  - Communicative Competence

# Pillar II: High Academic Achievement

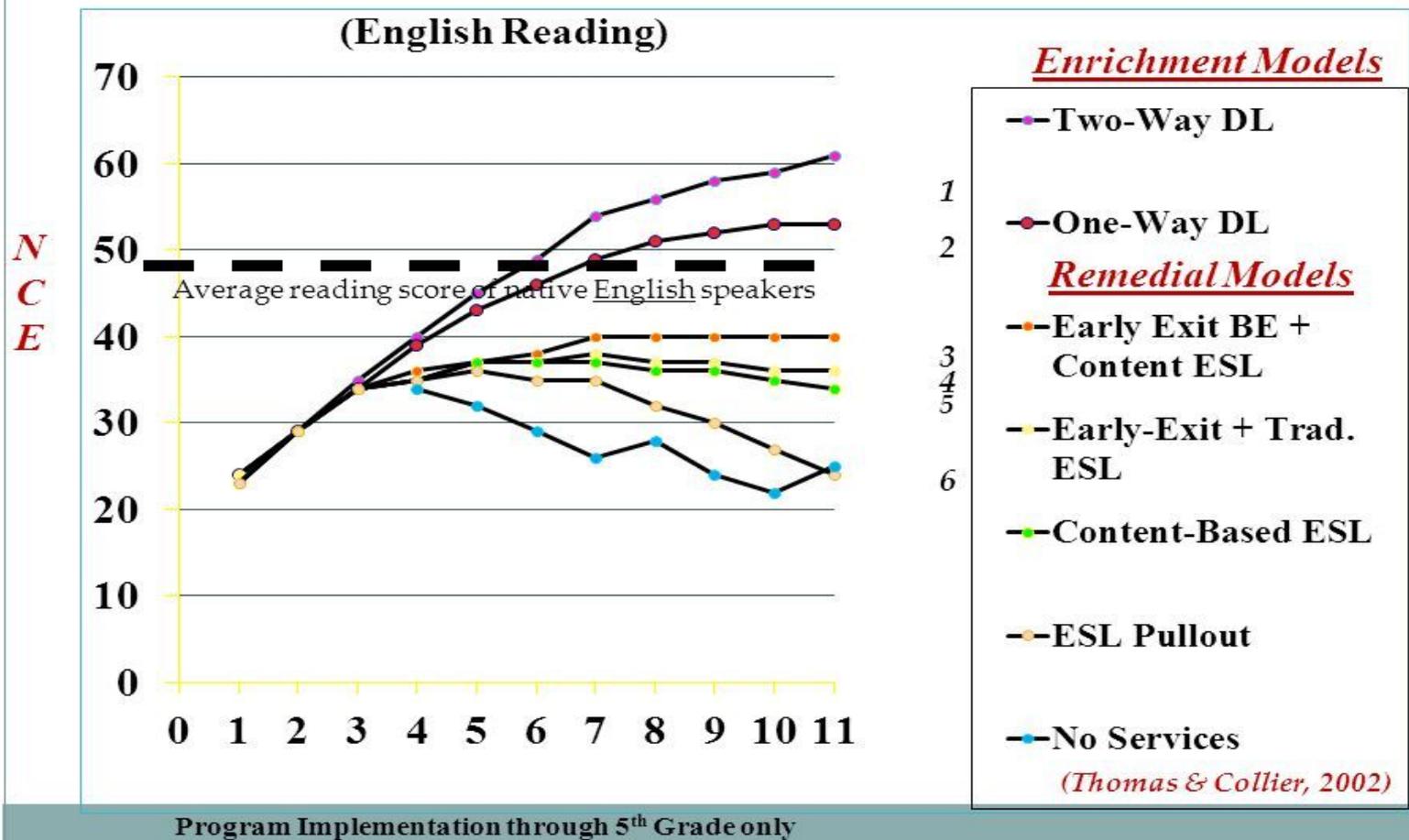
- High academic achievement for each student in all core academic areas -- in both program languages.
- This requires meaningful access to core content instruction and development of the language of the discipline (in both languages)

# Pillar III: Sociocultural Competence

- Students in dual language programs should be able to see the similarities and differences in each other, but understand that differences are not obstacles to overcome, they are opportunities to connect.
- Sociocultural competence is about equity and social justice  
These are reflected in Edison's:
  - Motto -- Together through two languages / *Juntos a través de dos idiomas,*
  - Focus on the cultures of the Americas and
  - Grounding in the Social Justice Standards to teach about identity, diversity, justice and action

# The Best Model for Long-Term Growth of English Learners

## National Research - Models for Educating Spanish Dominant Students



# Structure of 90-10 Programs

- Edison uses the 90 - 10 model of Dual Immersion (most prevalent and long-established in California). This model heavily front-loads Spanish and ALL students learn to read first in Spanish.

# 90-10 Dual Immersion Model

| Grade          | Spanish | English |
|----------------|---------|---------|
| Pre-School     | 90%     | 10%     |
| Transitional K | 90%     | 10%     |
| Kindergarten   | 90%     | 10%     |
| First Grade    | 90%     | 10%     |
| Second Grade   | 80%     | 20%     |
| Third Grade    | 70%     | 30%     |
| Fourth Grade   | 60%     | 40%     |
| Fifth Grade    | 50%     | 50%     |

# Why so much Spanish early on?

- **Spanish speakers** – research shows that the better developed Spanish language and literacy are, the more skills can be applied to English
  - Spanish speakers in the US often lose their native language before they are even fully proficient in that language
- **English speakers** -- For many English speakers in DL programs, their only exposure to Spanish is at school
- They are in no danger of losing their native language
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# Reading in a 90:10 Dual Immersion Model

- Reading is taught first in Spanish for all students, taking advantage of Spanish's relatively phonetic structure.
- **For language-minority students**, research shows that English is best acquired when the home language is fully developed – with both oral and literacy skills.
  - This creates a stronger foundation for English literacy and higher long-term scores in English rather than short-term and superficial growth that cannot be sustained over time.
- **For English speaking students**, it's an easier introduction to decoding and creates the necessity to read and write in Spanish

# Transferable Skills

- Many skills in reading transfer from one language to another (common underlying proficiency) and dual language teachers “teach for transfer”
- Teachers use contrastive analysis and translanguaging to show the links between languages – and highlight the differences.
- Skills that do not transfer directly are taught explicitly and systematically – for both languages.



# How do we build skills in English?

- **TK – 1<sup>ST</sup> Grade** –oral English language skills and academic vocabulary
- **2<sup>nd</sup> Grade** – A formal English reading/language arts block begins; phonics fundamentals taught explicitly
- **3rd Grade** – In addition, formal English writing instruction, explicit teaching of non-transferable skills
- **4<sup>th</sup> and 5<sup>th</sup> Grades** – ELA/ELD continues and In addition, some other subjects are taught through English

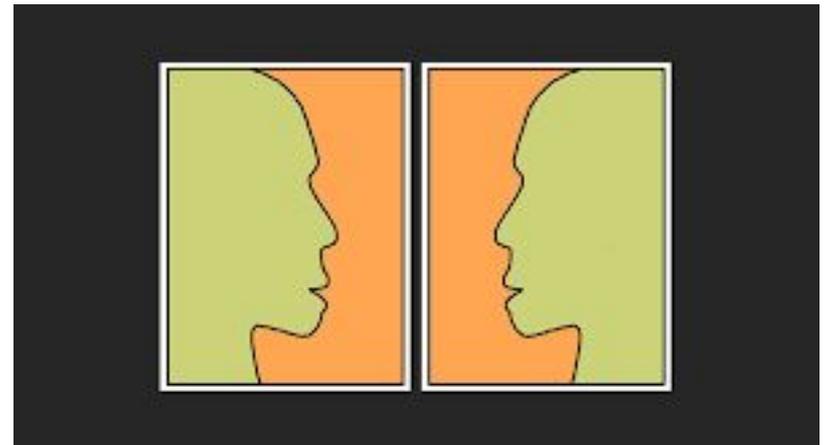


# Language Instruction by Language and Grade Level

| All Grades   |                            |         |  |                            |         |
|--|----------------------------|---------|--|----------------------------|---------|
| Speaking and Listening Skills are Taught in Both Languages |                            |         |  |                            |         |
| Grade  | Formal Reading Instruction |         |  | Formal Writing Instruction |         |
|  | Spanish                    | English |  | Spanish                    | English |
| Pre-K  | Readiness                  |         |  | Readiness                  |         |
| TK   | Readiness                  |         |  | Readiness                  |         |
| K  | X                          |         |  | X                          |         |
| 1  | X                          |         |  | X                          |         |
| 2  | X                          | X       |  | X                          |         |
| 3  | X                          | X       |  | X                          | X       |
| 4  | X                          | X       |  | X                          | X       |
| 5  | X                          | X       |  | X                          | X       |

# Instructional Features of Two-Way (Dual) Immersion

- **Strategic Separation of Languages**
  - No direct translation
  - Languages are separated
    - By instructional blocks of time
    - By Subject



# Instructional Features

- **All lessons have two goals:** language development and content knowledge. All teachers are reading/language arts teachers. We braid language and content together in all disciplines.
- **Teachers analyze the language demands and scaffold instruction for second language learners** – may involve frontloading academic vocabulary, providing language frames to support student talk, visuals to support learning, etc.
- **Standards-based language instruction** using English Language Arts standards, Spanish Language Arts standards, and English Language Development standards



- ❑ **Oral language development** - lots of authentic, supported opportunities for students to practice their emerging language skills.
- ❑ **Student collaboration in heterogeneous groups or partners**-- Spanish and English speakers working together on structured, interdependent and supportive tasks.
- ❑ **Sociocultural Competence** --Teachers and staff work to create equal status for both languages (and speakers of both languages).



# Does this work?



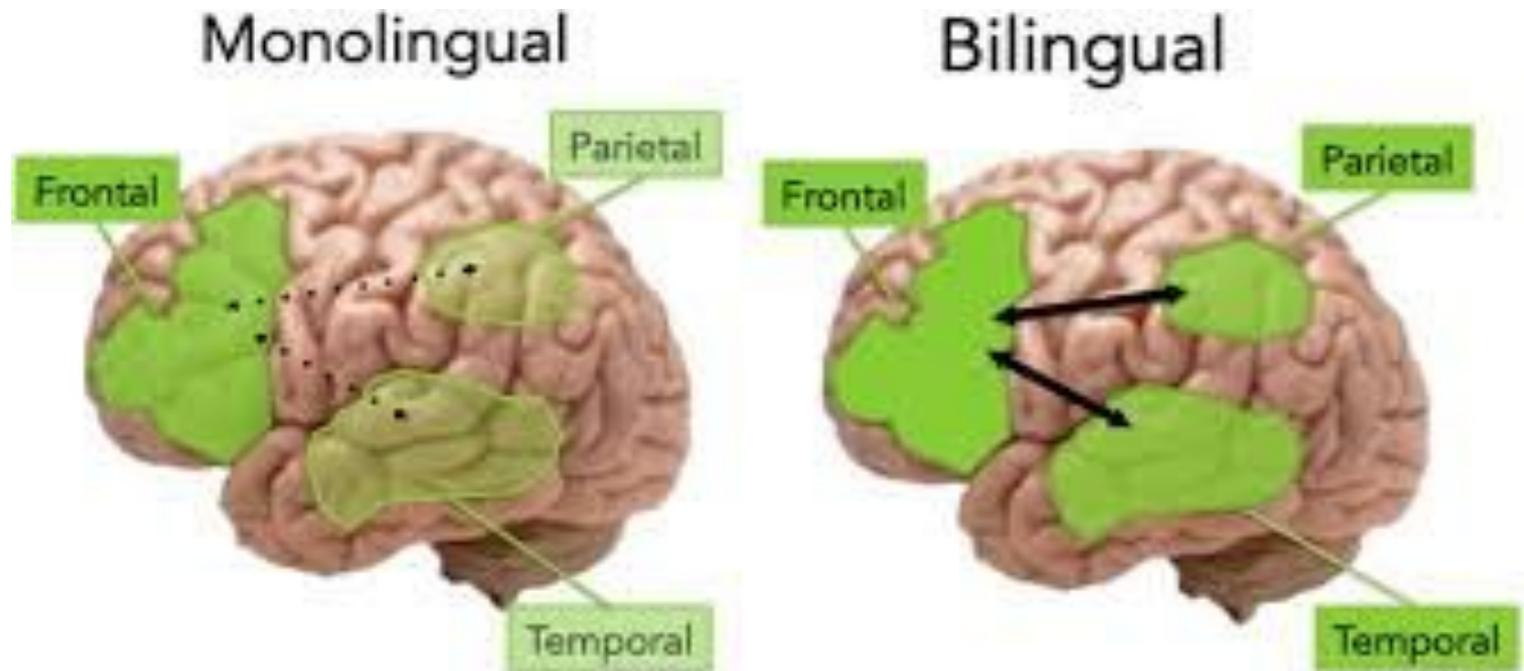
Yes!

# Benefits for Dual Language Students

- Students' academic performance overall tends to be better than children in all English programs – in every group of students.
- They learn in integrated settings, forming friendships with a diverse group of students and becoming socioculturally competent
- They learn from teachers who are experts in second language acquisition and who are themselves bilingual and multi-cultural.
- Their peers serve as language models -- not just their teachers
- They start at an early age when they can most easily acquire native-like accents.
- The length of the program gives them the opportunity to acquire the cognitive benefits available to proficient bilinguals

# What are the Benefits of a Bilingual Brain?

- A bilingual brain is quicker, nimbler and more resistant to Alzheimers and other forms of dementia.

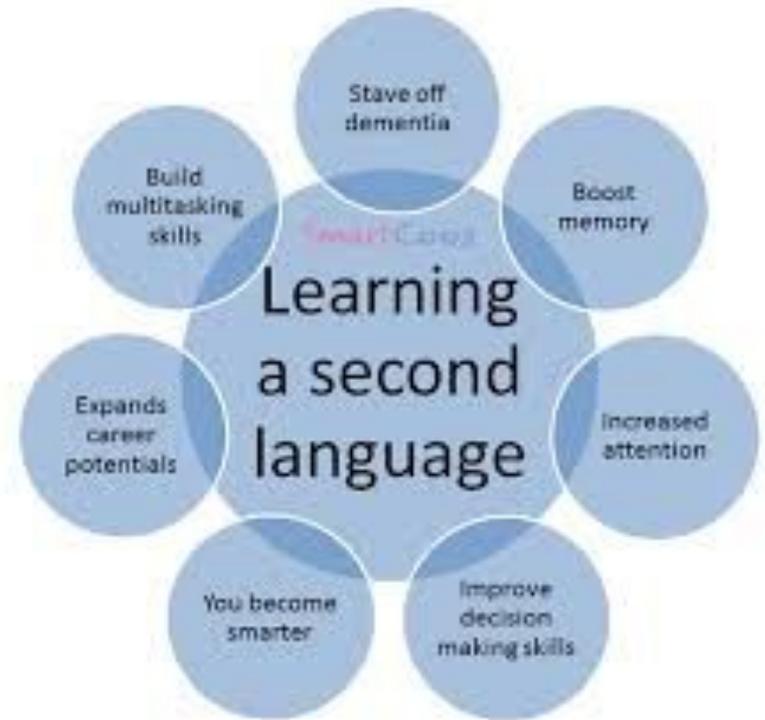


# Benefits of a Bilingual Brain

- Research has now shown that proficient bilinguals have enhanced brain functions in several key areas:
  - Developing thinking skills
  - Cultivating greater cultural awareness
  - Using logic
  - Executive Function Skills -- focusing, remembering and making decisions
  - Understanding math concepts and problems
  - Increasing reading comprehension

# Other Advantages

- Bilinguals consistently outperform monolingual peers on state mandated tests -- regardless of demographics
- Bilingual adults have higher average salaries and greater career opportunities than do monolingual adults.



# Dual Immersion in SMMUSD

- ❑ Stretches from Pre-K through 12<sup>th</sup> grade
  - ❑ PreK through 5<sup>th</sup> Grade at Edison Language Academy – full school, 90-10 model (greatest program effectiveness)
  - ❑ 6-8<sup>th</sup> Grade at John Adams Middle School – strand
  - ❑ 9-12<sup>th</sup> Grade at Santa Monica High School – strand
- ❑ Established, award-winning program with well-trained faculty and curriculum developed at all grade levels
- ❑ Students who stay in the program through high school, meet university entrance requirements for foreign language, have the opportunity to take two AP Spanish classes and can earn a bilingual medallion and a California State Seal of Biliteracy at graduation.

# State Test Scores – The CAASPP

- Students in California public elementary schools in grades 3-5 take the CAASPP -- annual tests in English and Math, and 5<sup>th</sup> Grade Science.
- These tests are given on the computer and stretch over 8-10 days.



California Assessment of  
Student Performance and Progress

# CAASPP and Dual Immersion

- The assessment system was built for programs that teach only in English and assume that children have been reading and writing in English since Kinder
  - Using these tests in immersion schools is kind of like fitting a square peg into a round hole.
  - But it's a state mandate.



# However, despite the mis-match

- Edison students score very well on the CAASPP
  - At each grade level and for each significant population group they tend to outscore similar students in California and in Los Angeles County.
  - Compared to our high-performing school district, Edison scores are also high.
- The CAASPP has not administered across SMMUSD for the last two years because of Covid-19, school closures and distance learning.

□

# Other Measures of Program Effectiveness

- Edison was recognized as a California Distinguished School in 2018 and 2020
- Edison was recognized as a National Blue Ribbon School of Excellence in 2016
- Edison's consistent growth and gains for ALL groups of children earned the school Title I Academic Achievement Awards from the State of California in 2006, 2007, 2008, and 2009.
- High achievement and progress on closing the achievement gap earned Edison Honor Roll status from California Business for Educational Excellence in 2010-2020

# Bilingual Support Services At Edison

- ❑ 1.5 FTE Language and Literacy Interventionists (English and Spanish)
- ❑ Full-time Academic Coach
- ❑ Bilingual Specialized Academic Instruction (SAI) program for children with mild learning disabilities
- ❑ Bilingual Speech program
- ❑ Highly qualified bilingual instructional assistants at each grade level
- ❑ Bilingual Community Liaison
- ❑ Bilingual Counselors



# More Support Services

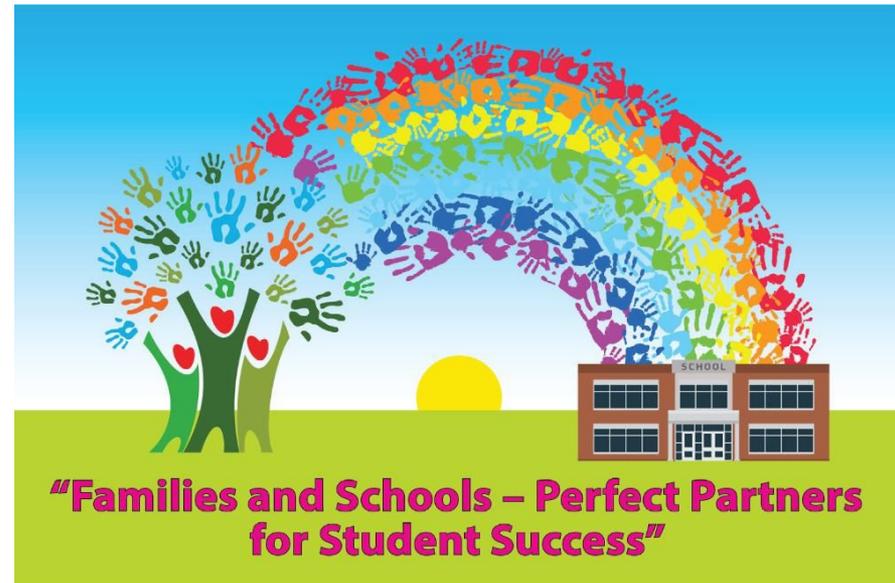
- ❑ Before and after-school child care programs (fee basis through CREST and SMMUSD)
  - ❑ Day care is open as early as 7:00 a.m. and as late as 6:00 p.m. for children enrolled in these programs
- ❑ On-Campus after-school enrichment programs (sliding fee basis through CREST)

# Arts Integration

- ❑ Weekly choral music program in Spanish for Pre-K through 2<sup>nd</sup> grade students.
- ❑ District music program:
  - ❑ Weekly general music for Grade 3
  - ❑ Instrumental Music or Choir for all students in grades 4 and 5 (twice weekly)
- ❑ Weekly Theater Arts program in Spanish, grades Pre-K-5 (collaboration with PS Arts)
- ❑ Visual arts integrated into PS Arts program at all grade levels

# Helping Children Succeed in Dual Language Programs

- ❑ You do not have to be bilingual to help your child be successful in a dual immersion program!
- ❑ The most important ways to support your child are to:
  - ❑ Understand the program;
  - ❑ Make sure that students put in the practice time (reading and homework);
  - ❑ Support the values of becoming bilingual and socio-culturally competent;



# Helping Children Succeed/ Family Responsibilities

- ❑ Get to know and work with your child's teacher;
- ❑ Volunteer in the classroom or at school if you can (more than 250 parents are registered as trained volunteers each year);
- ❑ Make regular attendance and on-time arrival a high priority;
- ❑ Model Language Learning – Learn a second language along with your child.
- ❑ If you are bilingual in Spanish and English, make regular time to speak with your child in Spanish – hold on to that skill and show the importance of Spanish by using it at home!



# To help Edison families be well informed

- ❑ **Information:** Monday digital School Newsletter and information packets packets; Friday afternoon PTA E-Blast, Sunday e-blast. Periodically--automated dialers, notices on the Edison and PTA web pages, calls from Room Parents, and updates on grade level bulletin boards -- Everything is in both languages.
- ❑ **Parent Meetings** -- Most parent meetings are held on Wednesday early evening (PTA, ELAC, Coffee with the Principal, School Site Council, Town Hall Meetings, etc.)
- ❑ **Family Handbook:** Key district and school policies and information



# Collaborate in Policymaking

- **Site Council** – Sets school improvement goals, approves discretionary budgets, monitors implementation of school plan, conducts annual family survey. 50% of members are parents elected by other parents.
- **Edison PTA** – Works with administration and faculty to support school goals, family involvement and communication, enrich school offerings, and advocate for children. PTA advises Site Council on use of Ed Foundation Stretch Grant.
- **Edison English Learners Advisory Council (ELAC)** – advises administration and Site Council on the needs of English Learners. Council is open to all parents of English learners; leadership elected by members.



# Building Community

- We have a diverse and welcoming community and work to build connections across languages and cultures.
  - **Weekly Cafecito** on Wednesday mornings – linger a little for coffee and casual conversation
    - During Covid, we're meeting monthly on Wednesday mornings in the small parking lot
  - **Monthly PTA Association meetings** are conducted bilingually
  - **School Festivals** – Dia de los Muertos/Fall Festival, Valentines Dance, Family movie and fun nights.
  - **Family Dinners** -- share multicultural food and fellowship before a school event (on hiatus during Covid)
  - **Family Support Network** -- Parents helping parents

# But how will I help my child with homework?

- All but the most bilingual parents share this question!
  - Don't worry!
  - Homework assignments review something children have already done in class. Most of the time your child will know what to do.
  - Much of homework is independent reading – they read to you or you supervise reading time.
  - Part of what we're building is independence
- What if my child gets stuck and/or upset?
  - Call another parent (we have a phone directory) or have your child call a classmate
  - Try Google Translate
  - Communicate with the teacher explaining that your child got stuck and needs help.
  - Try one of the on-campus child care or homework club programs

# Applying to Edison

- ❑ Register your attendance at an orientation and ask for an application.
- ❑ Complete and submit the application by January 15, 2022
  - ❑ Applications from siblings of current students or current Edison Seaside or Edison Bridges TK Program due by December 15, 2021
- ❑ If you are claiming a Santa Monica residence priority, establish residence by the time your application is due
- ❑ If your child has an IEP, provide us with a copy of the IEP so we can work with you and your child's IEP team to determine if your child's needs can be best served in this program.

# Admission Guidelines

- ❑ Unique to Dual Immersion Programs is that they require approximately equal numbers of Spanish speaking and English speaking students.
- ❑ We provide language screening by teachers as needed to determine a child's language proficiency for the purpose of admission.
- ❑ Then, we place the applicants into two groups (by language) and apply the following admissions priorities to each group.

# Admission Priorities

- Within each language group we admit students who have applied by the deadline in this order:
  1. Siblings of current immersion program students and students of immersion program faculty -- if Edison is an appropriate program for them.
  2. Students from Edison Bridges Transitional Kindergarten (non-siblings) if Edison is an appropriate program.
  3. Students living in the Edison residential priority neighborhood (see District website for Boundaries)

# Admission Priorities

4. Students residing in other Santa Monica neighborhoods or the City of Malibu and children of employees of the school district and Cities of Santa Monica and Malibu who do not reside in SMMUSD.
5. Students residing in other districts are admitted on a space available basis in order to balance classes by language – with a preference accorded to students whose parents work in the areas served by SMMUSD, those who are children of graduates of SMMUSD, and those whose grandparents reside in the district.
6. These admissions priorities are set by the District and approved by the Board.

# Admission

- ❑ If there are more applicants in any priority group than we have room to accept, all the students in that group are selected randomly (in a lottery).
- ❑ There is no group that is guaranteed admission to Edison – the number of applications and composition of the applicant pool change every year.
- ❑ The first round of admission letters generally go out in early April
- ❑ We give families a two-week window to confirm their intention to enroll (returning a letter of intent and picking up an enrollment packet) and if we don't hear from you, then we move on to the waiting list.

# Waiting Lists

- We create balanced Kindergarten and TK classes in the first round of admissions.
  - After that, if a family declines an enrollment offer, we randomly fill the spot with a child from the same language background from that waiting list – still applying the same enrollment preferences
- **Waiting lists are based on language balance and enrollment preferences only.** They are not based on ethnicity, when you turned in your application (as long as it is turned in on time), if/where your child went to preschool, nor any “score” we give your child at a language screening visit.

# Enrollment

- ❑ If your child is accepted, pick up an enrollment packet and complete it by the deadline given to ensure a spot in the school.
- ❑ Some parts of enrollment (up-to-date vaccinations, a physician's report, or an intra-district or inter-district permit) can take a few weeks, so get started as soon as you get your letter.
- ❑ If you're applying for child care through CDS, start that process as soon as you accept your admissions offer.

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- ❑ When your child is enrolled, we'll send you information about welcome events and what you can do in the summer to help get your child ready the year.
  - ❑ We expect to have spots for 68-72 students next year for Kindergarten and 24 students for Transitional Kindergarten next year.
  - ❑ Class sizes are projected to be 24 students per classroom.

**LAST DAY TO APPLY**

**02/02/22**

**Último Día Para Solicitar**



# To Receive Application:

# Para Recibir una Solicitud:

Please go to this link to confirm that you read this presentation and you would like to receive an application:

<https://forms.gle/d338KXcumRBBmuQ76>

Por favor vaya a éste enlace para confirmar que usted ha leído ésta presentación y le gustaría recibir una solicitud:

<https://forms.gle/d338KXcumRBBmuQ76>

# Thank you for your Interest in Edison Language Academy

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- *Questions?*