

EL SEMANARIO

Edison Language Academy – January 24-28, 2022



Announcements

New TK and K Prospective Families – Last call for orientations for TK-K in 2022-2023. Thursday, January 27 at 4:00 pm., via Zoom. The deadline to turn in applications is now February 1, 2022. RSVP here

<https://tinyurl.com/4c9vtxya> for a zoom link to log on.

Reflective Parenting Workshop in Spanish

Registration is still available for this series of parenting workshops in Spanish. Thursdays, February 15-April 19, 5:00-6:30 pm via zoom. To register go

to: <https://form.jotform.com/220107597439157> There is no cost for Edison families.

Science in the Garden – Last Friday we finished the first group of classes working with Garden Teacher Lorissa Boxer. Students enjoyed “plant part tacos” (quinoa, cucumber, celery, jicama, parsley and lemon wrapped in a romaine lettuce leaf). The next cycle begins February 1 through March 23, for the following classes: Morales, Martinez, Diaz-Rouquette, Castillo, Smith, and Jimenez.

Bilingual Brains -- What’s the difference between a simultaneous and compound bilingual? How does neuroplasticity in children’s brains affect the ways they learn language? What does bilingualism have to do with improving executive function? For an excellent and brief (2 minute) look at bilingualism and the brain, click below: <https://alugha.com/article/070efa3e-5c98-11e7-b5f5-ff82f27f8c06?lang=spa>.

Site Council Reviews and Acts on Site Safety Plan at this Wednesday’s meeting at 4:30 pm. Site Council meetings are open to the public if you’d care to log on and observe or make a comment during public comment time. Link to agenda and zoom link:

<https://www.smmusd.org/cms/lib/CA50000164/Centricity/Domain/501/SSC-Agenda012622.pdf>

Kids Heart Challenge – We are at the half-way mark with over 100 students working to be more active and kind! So far, we have raised **\$3,990** to help children with heart disease and help feed over *8,000 families per week* and we’re learning Hands-Only CPR and the warning signs of a stroke!

African American History Month – Save the Date -- Next Monday (1/31) at 6:00 pm, Edison is hosting a virtual parent round-table to solicit parent involvement and share preliminary plans for African American History Month and Black Lives Matter Week and talk about establishing an African American Parent Advisory Group at Edison. We’ll push out a zoom link later this week.

From the Principal’s Desk: Understanding Fall Assessments

Recently, in an effort to be more transparent with interim assessment scores, the district sent home letters with fall assessment scores. We’ve heard from a number of parents with questions about how to interpret the information and why it was being shared now. These letters were unfortunately delayed (Fastbridge tests given in September and the IABs in October) and the Education Services Department promises a speedier response with the January/February assessments.

We’d like to give you a little context to help you make sense of these scores. First, these scores are now up to 4 months old. The fall assessments are used by teachers as initial screeners and formative assessments; they are not grades but are snapshot of your child’s skills at the beginning of the school year. It’s important to keep in mind that student responses are measured against what they should know by the end of the year – not at some fall benchmark. It would be very unusual for students to have already mastered all of the content standards in Sept/Oct.

Fall Assessments are used as tools to help teachers know where to place students in reading materials and to see what skills they already have, and what areas are likely to need more attention during the year. Older students take these assessments on the computer and younger ones (K-1) take them individually with their teachers. **Edison traditionally shares information about fall assessments in parent teacher conferences rather than just sending scores home so we can help parents interpret the results and answer questions.** Because the assessments for 2nd-5th grade students are all in English and the scoring and expectations are not adjusted for our dual language program, scores in some grades can give a false sense of alarm. For example, in second and third grades, children have just begun reading in English but they are evaluated compared to children who have been reading in English since Kindergarten. The math assessments are also given in English in these grades even though all our math is taught in Spanish. Your child’s teacher let you know at the November conference if their scores placed your child in an at-risk category and – if so – told you about intervention supports from the school and/or suggestions for support from home. These letters are not a warning of new risk.

We are now in the process of conducting Fastbridge and 1:1 reading assessments for mid-year and will shortly be administering the IABs again for older students. So we will have more updated results to share with you soon.