



Kindergarten and
Transitional Kindergarten:
Orientation for Prospective
Applicants
for 2024-2025

Edison Language Academy

ABOUT EDISON

- ❖ A 90-10 Dual-Immersion School
- ❖ Part of the Santa Monica-Malibu Unified School District
- ❖ A school of choice for all families (not a neighborhood school)
- ❖ A community of approximately 420 students in Preschool through 5th grade
- ❖ One of the longest-established Dual Immersion programs in California – more than 37 years
- ❖ An award-winning elementary school



2016



2018 & 2020



2006-2009



CABE
1998



2022



2010-2020

ABOUT EDISON: IMMERSION PATHWAY

Pre-K through 12th grade program:

- PreK through 5th Grade at Edison – full school
- 6-8th Grade at John Adams Middle School – strand
- 9-12th Grade at Santa Monica High School – strand

- ❖ The entire pathway has well-trained faculty, curriculum and materials at all grades
- ❖ Students who complete the program meet university entrance requirements for foreign language, and are able to take two AP Spanish classes in high school.
- ❖ They receive a bilingual medallion and a California State Seal of Biliteracy at graduation.



ABOUT EDISON: STUDENTS

Hispanic	White	African American	Asian
67.2%	29.0%	1.3%	1.8%

2022-23 Data, CDE

- ❖ Approx. 40% of students qualify for free and reduced lunch
- ❖ About 32% are English Learners.
- ❖ At Kindergarten entry, 50% of students are Spanish speakers – (ELs 30%+ and 20% already bilingual) and 50% speaking only or predominantly English.



ABOUT EDISON: STUDENTS

- ❖ **Nearly all Edison students begin in PreK, TK or Kindergarten.**
 - **The Edison Preschool**, while part of the dual immersion program, has a different admission process.
 - It is a fee-based program with some need-based scholarship assistance available.
- ❖ **Spaces in Grades 1-5** – Each year there are a **few spaces available**. Applicants must have had some schooling in Spanish (usually transfers from other dual immersion programs or students previously educated in Latin America).
- ❖ **Very stable student community** – Nearly all students remain at Edison through grade 5 and move on to the middle school immersion program at John Adams.

ABOUT EDISON:



- TK is the first year of a two-year kindergarten program
- Modified kinder curriculum that is age and developmentally appropriate.
- **TK is for children born between September 2, 2019 and June 2, 2020 (2024-2025 guidelines for SMMUSD)**
 - Must be 4 years old at the beginning of the school year and 5 by June 2.
- TK is a separate year from Kindergarten; **Students will not “skip” Kinder if they participate in TK**
- Free for enrolled students
- 90% of the instructional day is in Spanish
- Follows the same schedule and calendar as Kindergarten
- Required class ratio of 1 professional staff member for every 12 students (teacher and assistants)
- Edison has one TK class of 24 led by Maestra Lindsay Newman

ABOUT EDISON: Kindergarten

- ❖ Three Kindergarten classes each with 24 students
 - Maestras Jamila Banks, Carolina Castillo, and Karla Zermeño
 - Bilingual Instructional Assistants – 1.5 hours per day
- ❖ **To apply, children must be 5 years old on or before September 1st of the year they start school**
 - Children who are 6 years old by September 1 need to apply for 1st grade.
- ❖ Curriculum follows the California Content Standards for Kindergarten
- ❖ 90% of the instructional day in Spanish

ABOUT EDISON: TK and K Schedules

❖ Hours:

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

❖ In the morning:

- Students are admitted through preschool gate between 8:00-8:15 am

❖ In the afternoon:

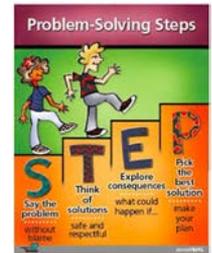
- Families pick students up at 1:15 pm at the preschool gate or children go to after-school care programs



ABOUT EDISON:

Behavior Expectations, Philosophy and Support

- ❖ Edison uses the **Responsive Classroom** Philosophy – involving students in creating clear behavior expectations and teaching social and emotional competencies such as cooperation, assertiveness, responsibility, empathy and self control
- ❖ We also use tools from the **Second Step** and **Olweus Anti-Bullying** programs to teach and practice these skills.
- ❖ We implement **Caring School Community's** Big/Little Buddy Program
- ❖ **Edison School Rules** are simple, taught, and reinforced
- ❖ **Student Leadership Teams** (Grades 1-5)
- ❖ **Counseling support** and/or behavior plans are available for the very few students who need more support
- ❖ **Restorative Justice Approach** to build kind and connected communities and help students solve problems and restore relationships



Edison Rules		Reglas de Edison
Be safe		Sé seguro
Be kind and respectful		Sé amable y respetuoso
Focus on learning		Enfócate en aprender



ABOUT EDISON: Bilingual Support Services

- ❖ **Special Education** program for students with IEPs: Specialized Academic Instruction (SAI) teachers, Speech Language Pathologist, School Psychologist and other specialists as needed.
- ❖ **Language Interventionist** and reading support in both languages
- ❖ Highly qualified **Bilingual Instructional Assistants** at each grade level
- ❖ **Bilingual Community Liaison** to support parents
- ❖ **Bilingual Counselor and Interns**
- ❖ ALL Edison staff members are bilingual

ABOUT EDISON: SCHOOL AGE CHILD CARE PROGRAM (SAP)

11

SMMUSD's School Age Programs (SAP) offers on campus childcare for
TK-3rd grade students.

\$615 per month for TK and Kinder – which covers
7:00 am until start of school and school dismissal until 6pm*
Monday – Friday (except holidays and breaks)

Apply EARLY - spaces are LIMITED !!

Please visit www.SMMUSD.org/CDS and download:

Wait List Application Form (under the Pre-Enroll Application tab)

We have some printed copies available for interested families.

The form can then be emailed to: SAP@smmusd.org



ABOUT EDISON

MARIACHI AND FOLKLORICO PROGRAMS

- ❖ SMMUSD-sponsored Mariachi program starts at Edison in 5th grade after school and stretches through high school (no cost)
- ❖ The Ballet Folklorico program also meets at Edison after school for 3-5 grade students (no cost)

EDIBLE GARDEN

- ❖ Edison's organic edible garden gives students an opportunity for some hands-on garden education

ABOUT EDISON: PARENT INVOLVEMENT

- ❖ Wednesdays are parent days with morning *cafecito* and a PTA or ELAC meeting, Coffee with the Principal, or a parent workshop.
- ❖ Meetings are in hybrid format – attend in person or on-line.
- ❖ Interact with other parents, learn something new, ask a question or share an idea.
- ❖ **Serve on a Committee:** Site Council, Safety Committee, PTA Board or event committees



ABOUT EDISON: PARENT INVOLVEMENT

- ❖ **Weekly Bilingual Newsletters** from the school and the PTA
- ❖ **Special Events** – Día de los Muertos/Fall Festival; Día de Amistad Family Dance; Noche de César Chávez, and Family Movie nights.
- ❖ **Breaking bread together** – We offer dinner for sale or tostada potlucks at most evening events
- ❖ **Informances on Campus** – both formal and informal music concerts, theater or dance performances
- ❖ **Family Singing Circle** – Monday mornings
- ❖ **Parent Volunteer Program** - over 200 trained and screened volunteers
- ❖ **Family Support Network** – Parents helping parents in times of need



Jan/Ene 8-12	Next week at Edison:	La próxima semana en Edison:
Monday Lunes 8th	• No Singing Circle this week	• No Hay Círculo de Canto esta semana
Tuesday Martes 9th	• ---	• ---
Wednesday Miércoles 10th	• Coffee with the Principal, 8:30am, Edison Library	• Café con la Directora, 8:30am, biblioteca de Edison
Thursday Jueves 11th	• ---	• ---
Friday Viernes 12th	• Edison Spirit Day, every Friday!	• Día del Espíritu de Edison, (cada viernes)

Winter Music Informance of Música en Español program

DUAL IMMERSION



Pillars of Dual Language Education

Cross-Cultural
Competence



Bilingualism
& Biliteracy



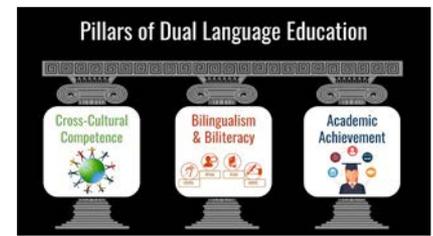
Academic
Achievement



DUAL IMMERSION: Overview

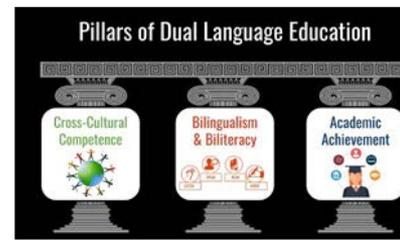
- ❖ A type of bilingual education
- ❖ Uses Two Languages for instruction over the life of the program – students' native language and another target language -- At Edison, Spanish and English
- ❖ Students Learn Together: with and from each other
- ❖ Long-Term: ideally K-12
- ❖ Is an enrichment not deficit approach; adds a language but not at the expense of the first language or culture
- ❖ Three equally important goals: bilingualism, mastery of content, sociocultural competence
- ❖ Prepares all students for college and careers – not for minimal competence

Bilingualism and Biliteracy

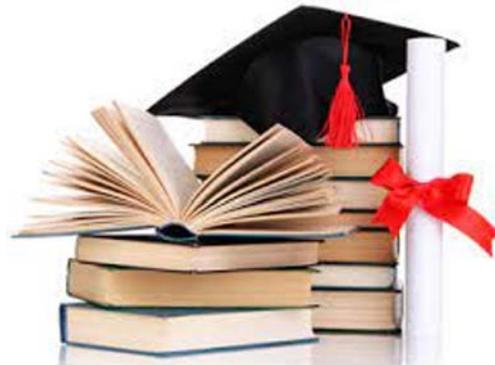


- ❖ Students learn to understand, speak, read and write in both languages and use each language as a support for the other.
- ❖ This goes beyond what a student might achieve in a traditional foreign language course – we are working toward proficient bilingualism
 - **Bilingualism** - being able to understand and use two languages fluently
 - **Biliteracy** – being able to use both languages to learn other things
 - **Communicative Competence** - for real purposes with a variety of native speakers
- ❖ Does not happen overnight – usually takes 7-9 years for full proficiency

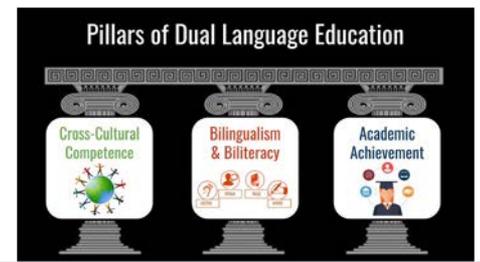
High Academic Achievement



- ❖ 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).
- ❖ And it requires a standards-based rigorous curriculum



Sociocultural Competence



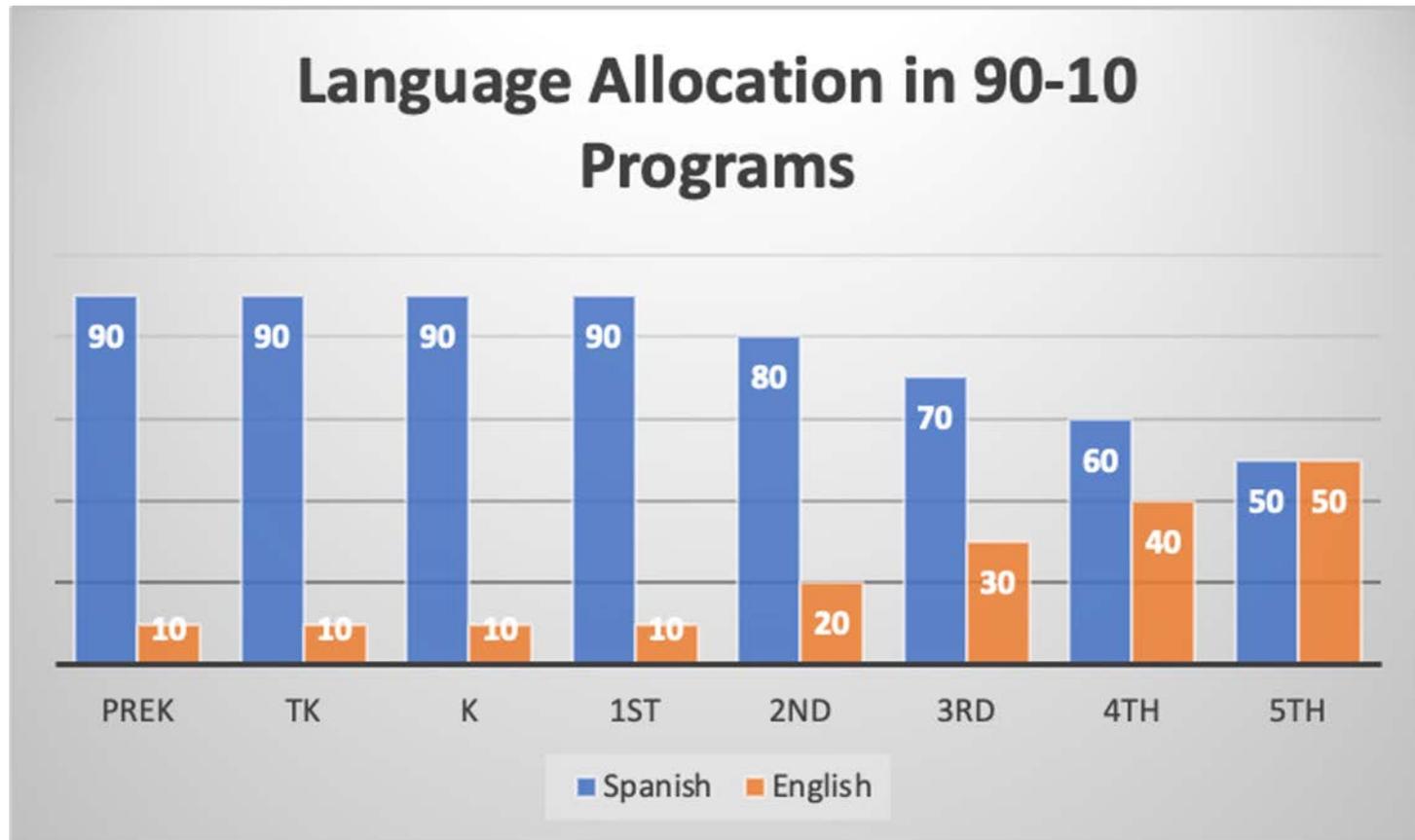
- ❖ Sociocultural competence is about equity and social justice.
- ❖ It's learning about other cultures, and seeing similarities and differences in each other and as opportunities to connect – not as problems or threats.
- ❖ Edison's Motto -- Together through two languages / *Juntos a través de dos idiomas*;
- ❖ Focus on the cultures of the Americas; and
- ❖ Grounding in the Social Justice Standards to teach about identity, diversity, justice and action

DUAL IMMERSION: 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.



DUAL IMMERSION: 90-10 MODEL



DUAL IMMERSION:

Why so much Spanish in 90-10 programs?

For Spanish Speakers

- ❖ Creates a stronger foundation for English literacy and higher long-term scores in English rather than faster and superficial growth that cannot be sustained over time.
- ❖ Helps Spanish speakers retain their native language and develop literacy skills in that language

For English Speakers

- ❖ For many English speakers in DLI programs, their only exposure to Spanish is at school so they need substantial exposure and an authentic need to use their developing skills.
- ❖ English speakers are in no danger of losing their native language in the US.

DUAL IMMERSION:

English is also a key part of the program

- ❖ **TK – 1ST Grade** –oral English language skills, academic vocabulary, phonemic awareness
- ❖ **2nd Grade** – A formal English reading/language arts block begins; phonics fundamentals, spelling, word work taught explicitly
- ❖ **3rd Grade** – Adds formal English writing instruction, continued teaching of non-transferable skills
- ❖ **4th and 5th Grades** – ELA/ELD continues and In addition, some other subjects are taught through English
- ❖ **Daily designated English Language Development (ELD)** for English Learners TK-5

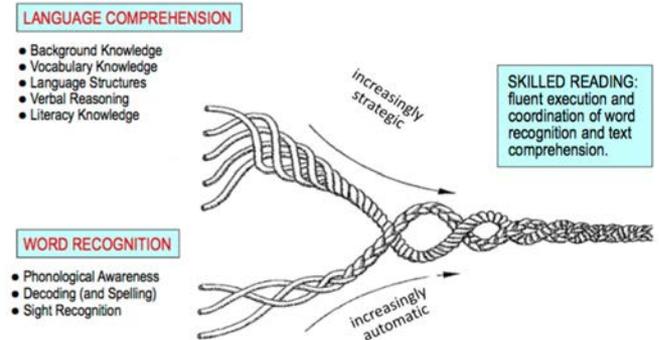


DUAL IMMERSION: Reading in a 90:10 Model

- ❖ Reading is taught first in Spanish for all students, taking advantage of Spanish's relatively phonetic structure.
- ❖ Solid reading skills are developed in Spanish in TK-K-1-2 with reading support and intervention as needed
- ❖ While younger students are exposed to English print, formal reading in English begins in grade 2.
- ❖ In grades 2 and 3 we fill in the non-transferrable word recognition skills and build English decoding, vocabulary, and language structures.



Scarborough's Reading Rope (2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

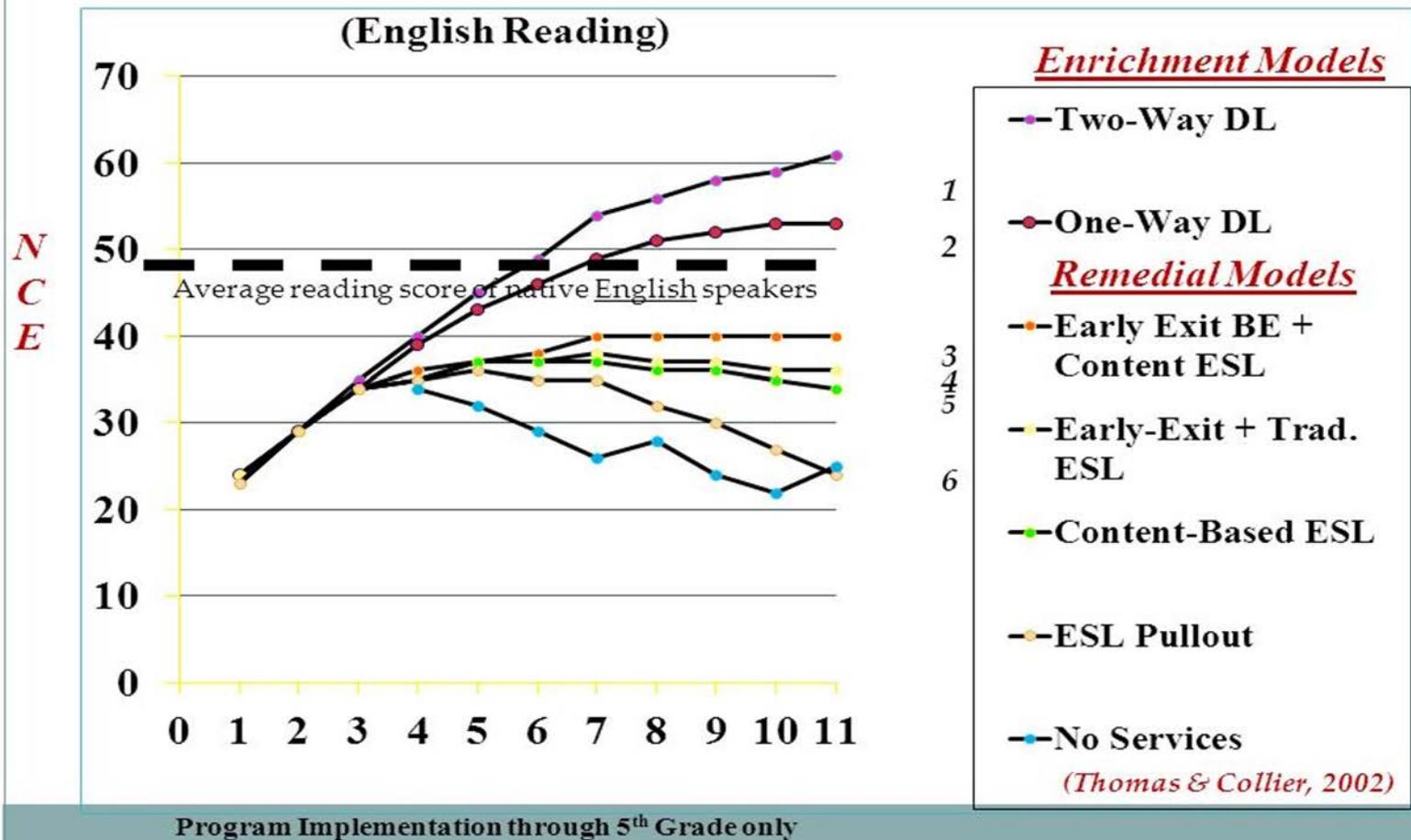
DUAL IMMERSION:

Do English Learners Really Learn English?

- ❖ Yes, and at much higher levels than do English Learners in other types of programs.
- ❖ They get daily designated ELD and integrated ELD in other content areas
- ❖ They also have higher academic achievement in other areas of the curriculum because content is comprehensible from the beginning
- ❖ Edison's scores for English learners and rates of reclassification by 5th grade are very high

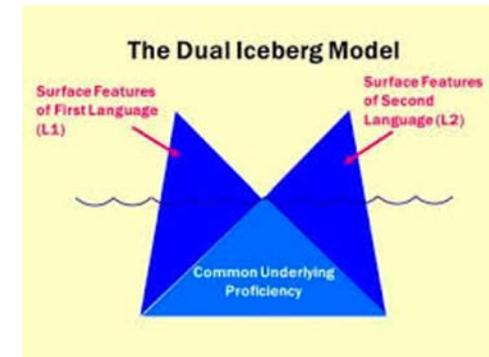
DUAL IMMERSION: Best Model for Long-Term Achievement of ELs

National Research - Models for Educating Spanish Dominant Students



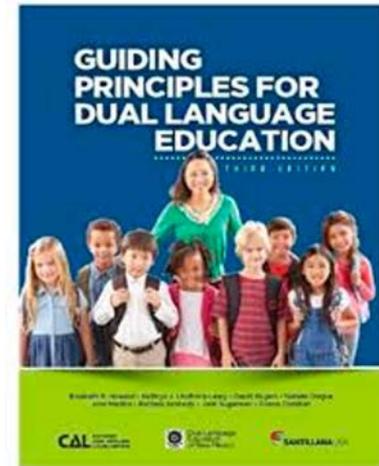
DUAL IMMERSION: How does it work?

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



DUAL IMMERSION: Instructional Features

- ❖ **No direct translation:** Languages are separated by instructional blocks of time and/or by subject
- ❖ **All lessons have two goals:** language development and content knowledge.
- ❖ **Teachers analyze the language demands and scaffold instruction for second language learners** – frontloading academic vocabulary, providing language frames to support student talk, using visuals to support learning, etc.
- ❖ **Safe Place for Learning / Growth Mindset** – lowering the affective filter and making it safe to take risks
- ❖ **Lots of Oral Language Development in both languages** – authentic opportunities to use language
- ❖ **Student engagement strategies** that support student talk and collaborative learning
- ❖ **Standards-based instruction**



DUAL IMMERSION: Benefits for Students

- ❖ ALL STUDENTS tend to have **better academic performance** overall than their peers in all-English programs
- ❖ 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

DUAL IMMERSION:

Benefits of a Bilingual Brain

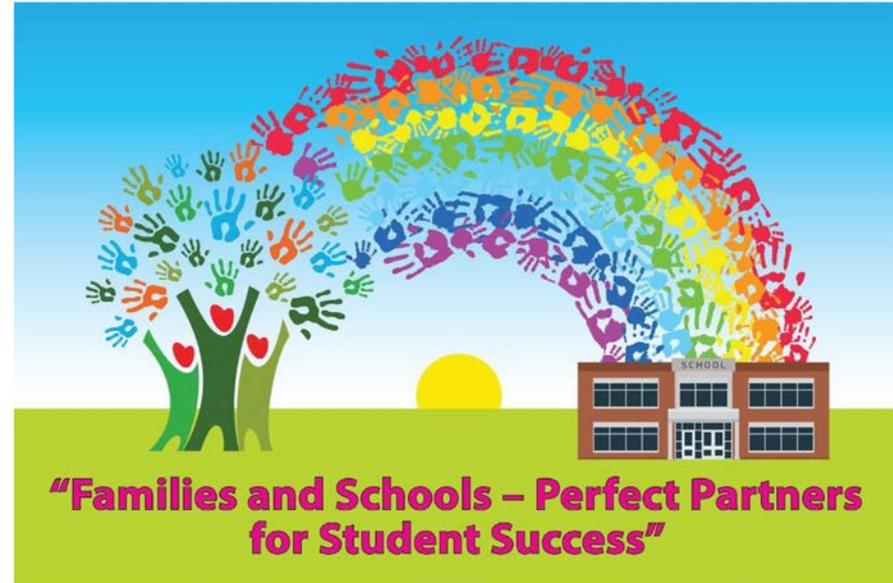
Research suggests that proficient bilinguals have enhanced brain functions in several key areas:

- Developing thinking skills
- Cultivating greater cultural awareness
- Using logic
- Executive Function Skills -- focusing, remembering and making decisions
- Understanding math concepts and problems
- Increased reading comprehension
- Even staving off the effects of dementia later in life



DUAL IMMERSION: Helping Children Succeed

- ❖ 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.



SOMOS EDISON



SOMOS EDISON: Arts Integration

MUSIC

- ❖ Weekly choral music in Spanish (Pre-K through 2nd grade)
- ❖ Weekly general music (Grade 3)
- ❖ Instrumental Music or Choir for all students in grades 4 and 5 (twice weekly)

THEATER

- ❖ Weekly Theater Arts program in Spanish (Pre-K-5) – with PS Arts

VISUAL ARTS

- ❖ Both integrated into instruction by teachers and taught by PS Arts

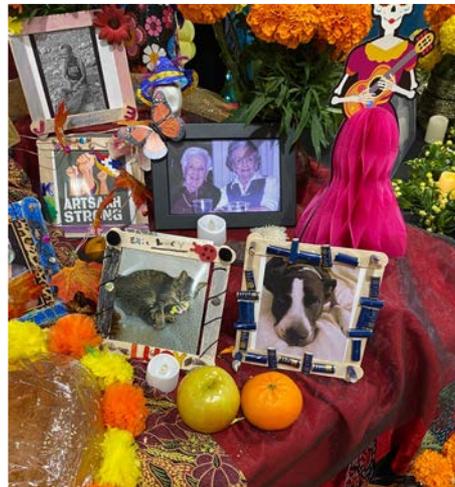
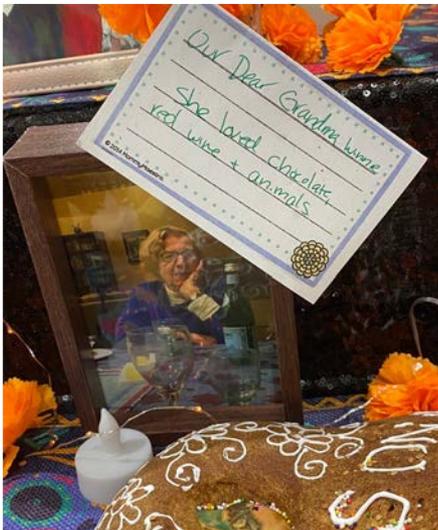
DANCE

- ❖ 4th and 5th Grade (SM Dance Academy)

SOMOS EDISON: DIA DE LOS MUERTOS



We look at the various ways that different cultures remember the dearly departed. Each year around Nov. 1, Edison creates a gallery of about 25 “altars” shared with the community.



Each class creates art projects for an *ofrenda* – like these *barriletes* in the style of Guatemalan kites, *calaveras*, and *alebrijes*

Students share pictures and remembrances of their dearly departed – often grandparents and pets

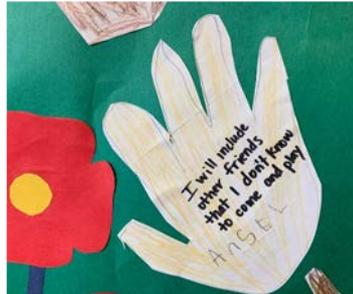
SOMOS EDISON: KINDNESS AND JUSTICE CHALLENGE

Each year in honor of Dr. Martin Luther King, Jr. Edison participates in the Kindness and Justice Challenge – with students intentionally carrying out acts of kindness and fairness, large and small.

The handprints below represent individual intentions and the paper chains are the individual acts reported by students. The larger posters represent their class service projects.



Setting intentions



Students and parents touring the gallery of intentions and accomplishments at the end of the Challenge

SOMOS EDISON: NOCHE DE CESAR CHAVEZ

- ❖ Each March we gather for a celebration of the social justice work of César Chávez and Dolores Huerta.
- ❖ The Edison ELAC prepares dinner for sale, 2nd graders and Family Singing Circle offer a concert and 4th graders perform a play to share the story of César and the farmworkers.

SOMOS EDISON: CELEBRATING OUR IMMERSION SENIORS

Each year Edison hosts an immersion graduation ceremony and reception at Edison for seniors and their families – celebrating their 13+ years of language study!

Seniors come back later that week with their caps, gowns, medallions and stoles – and are treated like rock stars by the younger students who spill out of the gymnasium to congratulate them (and ask for autographs!).



SOMOS EDISON: HAVING FUN TOGETHER!

- ❖ Our students work hard in a rigorous program, but we also make sure to have fun together.
- ❖ Fridays are Edison Spirit Days – dress in blue or Edison gear!
- ❖ Student Leadership Team periodically sponsors “just for fun” activities like pajama day, jersey day, Crazy Hat competitions, Dress as Your Favorite Book Character, or scavenger hunts.
- ❖ Students meet regularly with Big /Little Buddies



ADMISSION: PROCESS

- ❖ **Attend an Orientation/Information Session** and register your attendance
- ❖ **Fill out an application and submit it by January 31, 2024.**
 - Late applications are considered on a space available basis but they are not guaranteed the enrollment preferences to which they may have been entitled.
- ❖ **If you are claiming a Santa Monica residence priority,** you must establish residence by January 31, 2024.
- ❖ **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

- ❖ Edison is a specialty and not a neighborhood school with specific admission guidelines.
- ❖ All students apply for admission.
- ❖ Admission is NOT by lottery but is based on a set of Board-adopted residential and language priorities.
- ❖ Dual Immersion works best when there are approximately equal numbers of Spanish speaking and English speaking students.
 - Language screening is done by teachers as needed to determine a child's language proficiency for the purpose of admission.
- ❖ In 2024-2025, there will be 24 openings for TK (12 English speakers and 12 Spanish speakers); We anticipate 72 spaces for Kindergarten (36 for Spanish speakers and 36 for English speakers)

ADMISSION: PRIORITIES

Within each language group we admit applicants (who have applied by the deadline) in this order:

1	<ul style="list-style-type: none">● Siblings of current immersion students (TK-12)● Children of immersion program faculty
2	<ul style="list-style-type: none">● TK students (not siblings)
3	<ul style="list-style-type: none">● Residents in Edison boundaries (see SMMUSD website for boundaries)
4	<ul style="list-style-type: none">● Residents in SMMUSD boundaries*● Children of SMMUSD employees**● Children of Santa Monica and Malibu City Employees**
5	<ul style="list-style-type: none">● Students residing in other districts on a space available basis to balance classes by language. Preference given to:<ul style="list-style-type: none">*Parents working in Santa Monica or Malibu***Children of immersion graduates***Children whose grandparents live in the district**

ADMISSION: PRIORITIES

Within each language group we admit applicants (who have applied by the deadline) in this order:

1	Siblings of current (TK-12) immersion program students and students of immersion program faculty (if Edison is an appropriate program for them)
2	Students from Edison TK program (non-siblings)
3	Applicants in the residential priority neighborhood (see SMMUSD website for boundaries)
4	Applicants residing in other Santa Monica neighborhoods or the City of Malibu and children of employees of SMMUSD and Cities of Santa Monica and Malibu
5	Students residing in other districts on a space available basis to balance classes by language –preference accorded to students with parents working in areas served by SMMUSD, children of graduates of SMMUSD, and children whose grandparents reside in the district.

ADMISSION: PROCESS

- ❖ There is no group that is guaranteed admission to Edison – the number of applications and composition of the applicant pool change every year.
 - We always recommend that you also apply for TK or K in your neighborhood school so you have options.
- ❖ For the purposes of admission, students are divided into two groups by language.
- ❖ Numbered lists are randomly created in each admissions category for both Spanish and English speakers and we start working our way down the priority categories.
- ❖ If there are more applicants in any priority group than we have room to accept, then they are admitted based on their randomly assigned number.

ADMISSION: PROCESS

- ❖ The first round of admission letters generally go out by late March.
 - Timing depends on how many applicants we need to language screen that year.
- ❖ Families have a two-week window to confirm their intention to enroll (returning a letter of intent and picking up an enrollment packet). If we don't hear from you, we move on to the next applicant on the numbered list in your admissions category.

ADMISSIONS: ENROLLMENT

- ❖ If your child is offered a spot in TK or K, 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 time 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. Investigate other possible child care options as space in SAP is not guaranteed.
- ❖ If you need an Inter-district attendance permit from another district, use your admissions offer and apply right away.
- ❖ We are happy to help clarify anything about the enrollment process if you have questions once you get an offer.

ADMISSIONS: WAITING LISTS

- ❖ Applicants who cannot be admitted in the first round of admissions will receive a waitlist letter
 - If you'd like to know your child's number on the wait list to help you make decisions about other schools, feel free to call us.
- ❖ Kindergarten and TK classes are balanced by language in the first round of admissions.
 - After that, if a family declines an enrollment offer, we fill the spot with the next child from the same language background from that numbered list – still applying the same enrollment preferences.
- ❖ Students may remain on the waiting list for the balance of that school year if families wish. Sometimes spaces open up due to a last minute change in plans or a move.
- ❖ Wait lists do not carry over from year to year. If you were wait listed for TK, you'll have to apply again for K the next year – and we encourage you to do so!

Thank you for your interest in Edison Language Academy!



To Receive Application:

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

<http://tinyurl.com/4t4kjdf>