



Edison's GATE

Parent Meeting #2

02.06.25

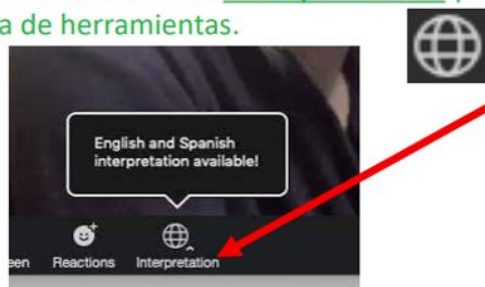


Please sign
in!

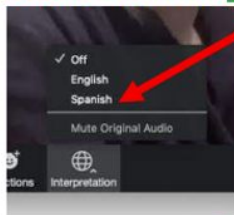
Interpretación en español disponible.

¿Cómo escuchar esta presentación en español en una computadora?

1. Haga clic en el ícono de "Interpretación" que aparece en la barra de herramientas.



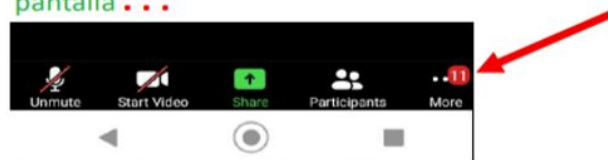
2. Después seleccione el idioma español de la lista.



*Usted también puede hacer clic en "Mute Original Audio" para silenciar el audio original (inglés) y escuchar solo la voz del intérprete.

¿Cómo escuchar esta presentación en español en un teléfono inteligente?

1. Haga clic en los tres puntos que aparecen en la barra de herramientas ubicada en la parte de abajo de su pantalla . . .



2. Después haga clic en la opción "Language Interpretation" para activar la función de interpretación.



3. En la siguiente pantalla seleccione el idioma español.

Agenda

Understanding Giftedness

Iliana Adame,
4th-Grade Parent

In the Classroom

The Bui,
6th-Grade Teacher



SPSA & LCAP

Renee Peterson,
Assistant Principal

Coming Up

Renee Peterson,
Assistant Principal

What is Giftedness?



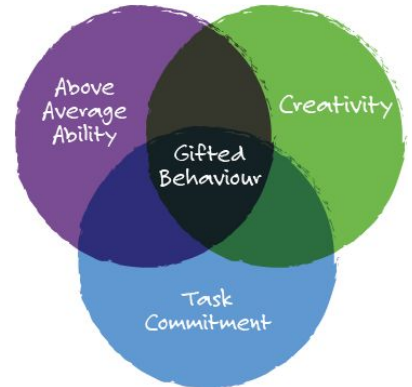
Students that have the capability to perform at higher levels compared to others of the same age, experience, and environment



Requires modifications in parenting, teaching, and counseling in order for them to develop optimally



Not all gifted children look or act alike



Common Characteristics of Gifted Children

Cognitive Characteristics

• Process and retain large amounts of information
• Comprehend materials at advanced levels
• Curious and have varied and sometimes intense interests
• High levels of language development and verbal ability
• Possess accelerated and flexible thought processes
• Early ability to delay closure of projects
• See unusual relationships among disciplines or objects
• Adept at generating original ideas and solutions to problems
• Persistent, goal-oriented, and intense on topics of interest
• Form their own ways of thinking about problems and ideas
• Learn things at an earlier age than peers
• Need for freedom and individuality in learning situations
• High desire to learn and seek out their own interests
• Abstract thinkers at an earlier age than peers
• Prefer complex and challenging work
• Transfer knowledge and apply it to new situations
• May prefer to work alone
• May be early readers
• May possess high energy levels and longer attention spans

Chuska 1989; Clark 2002; Silverman 2000; Winebrenner 2001

Affective Characteristics

• Possess large amounts of information about emotions
• May possess an unusual sensitivity to the feelings of others
• Possess a keen or subtle sense of humor
• Possess a heightened sense of self-awareness
• Idealism and sense of justice appear at an early age
• Develop inner controls early
• Possess unusual emotional depth and intensity
• Exhibit high expectations of self and others
• Display a strong need for consistency in themselves and others
• Possess advanced levels of moral judgment

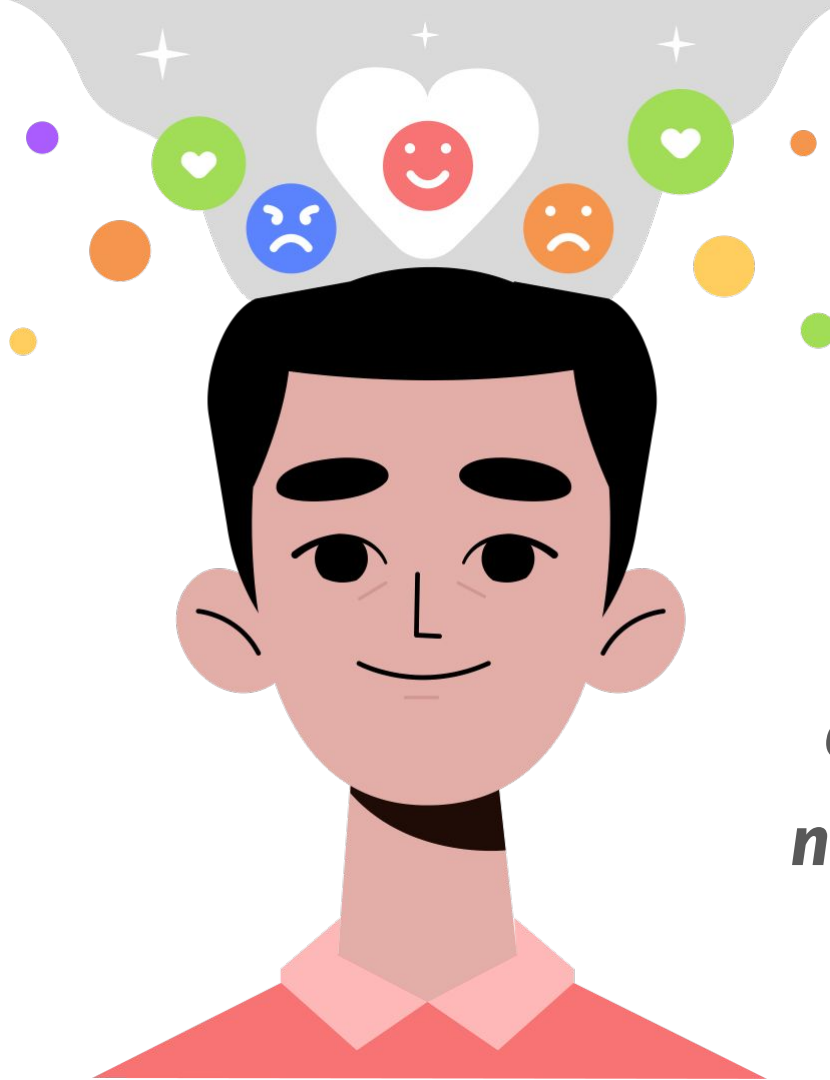
Chuska 1989; Clark 2002; Silverman 2000; Winebrenner 2001

A graphic of a spiral-bound notebook with a white page and an orange cover. The spiral binding is at the top. On the left side, there are two horizontal tabs, one pink and one orange. In the center of the page, the number '01' is displayed in a large, bold, black font, enclosed within a light blue circular arrow graphic. Below this, the title 'Understanding Giftedness' is written in a bold, orange, sans-serif font, and the author's name 'Iliana Adame' is written in a smaller, black, sans-serif font.

01

Understanding Giftedness

Iliana Adame



Empowering Emotions: Strategies for Supporting Gifted Children and Their Families

*Empoderamiento emocional:
estrategias para apoyar a los
niños dotados y talentosos y a
sus familias*

Supporting Emotional Needs of Children

Cómo apoyar a las necesidades emocionales de los niños

01

Foster Emotional Intelligence

Fomente la inteligencia emocional

02

Promote a Growth Mindset

Promueva la mentalidad de crecimiento

03

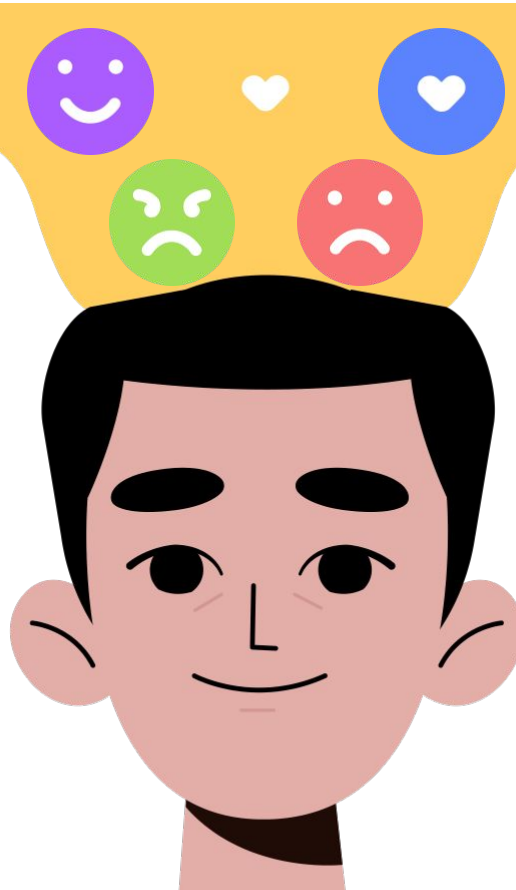
Create a Safe Space for Emotional Expression

Cree un espacio seguro para la expresión emocional

04

Build Connection

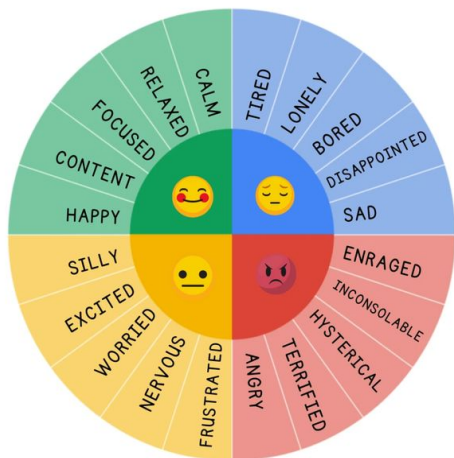
Establezca una conexión



Foster Emotional Intelligence

Encourage activities that develop emotional resilience & provide opportunities for intellectual stimulation.

Encourage your child to express their feelings through choice activities when they are feeling overwhelmed.



Fomente la inteligencia emocional

Fomente actividades que desarrollen la resiliencia emocional y que brinden oportunidades para la estimulación intelectual.

Motive a su hijo(a) a expresar sus sentimientos a través de actividades de su elección cuando se sienta abrumado(a).



Promoting Growth Mindset

Many gifted children fear making mistakes because they're used to being seen as "**the smart one.**"

Emphasize importance of effort over ability.

"You worked really hard on that!"

Embrace mistakes as learning.

Promueva la mentalidad de crecimiento

Muchos niños dotados y talentosos tienen miedo de cometer errores o al fracaso porque están acostumbrados a que los consideren "**los inteligentes.**"

Haga énfasis en la importancia del esfuerzo y no tanto en la capacidad.
"¡Realmente trabajaste arduamente en eso!"

Acepte los errores como una oportunidad de aprendizaje.



Create a Safe Space for Emotional Expression

Gifted children may feel anxious due to high self-expectations or concerns about the future.

Incorporate relaxation techniques like deep breathing, progressive muscle relaxation into your daily routines.

Keep a balanced schedule with time for rest, fun, and social activities

Cree un espacio seguro para la expresión emocional

Los niños dotados y talentosos pueden sentirse ansiosos debido a altas expectativas que tienen sobre sí mismos o preocupaciones sobre el futuro.

Incorpore en sus rutinas diarias técnicas de relajación como la respiración profunda y la relajación muscular progresiva.

Mantenga un horario de actividades equilibrado para su hijo(a) en el cual se incluya tiempo para el descanso, la diversión y las actividades sociales.



Create a Safe Space for Emotional Expression

Create a non-judgemental environment where children feel comfortable sharing thoughts and feelings.

Strategy: Emotion check-ins

- What was the best part of your day?
- What is a challenge you faced today?
- What made feel proud of yourself today?
- If your feelings had a color today, what color would they be? Why?

Make it clear that all emotions are valid!

Cree un espacio seguro para la expresión emocional

Cree un entorno libre de prejuicios en el cual los niños se sientan cómodos para compartir sus pensamientos y sentimientos.

Estrategia: Evaluaciones del estado emocional

- *¿Cuál fue la mejor parte de tu día?*
- *¿A qué desafío te enfrentaste hoy?*
- *¿Qué te hizo sentir orgulloso(a) de ti mismo(a) hoy?*
- *Si tus sentimientos tuvieran un color hoy, ¿de qué color serían? ¿Por qué?*

¡Asegúrese de hacerle saber a sus hijos que todas las emociones son válidas!

Build Connection

Gifted children often feel different from their peers, which can lead to loneliness.

Strategy: Connection Opportunities

- Identify your child's interests and connect them with their peers (enrichment programs or online groups)
- Encourage friendships based on shared interests through extracurricular activities



[Ontario Recreation](#)

[Ontario Scholarship Opportunity](#)

Establezca una conexión

Los niños dotados y talentosos a menudo se sienten diferentes a sus compañeros, lo cual puede llevarlos a un estado de soledad.

Estrategia: Oportunidades para crear conexiones

- *Identifique los intereses de su hijo(a) y ayúdele a establecer una conexión con sus compañeros (programas de enriquecimiento académico o grupos en línea).*
- *Fomente la importancia de formar amistades basadas en intereses comunes a través de actividades extracurriculares.*



[Montclair Recreation](#)

Take Care of YOU!

Supporting a gifted child can be emotionally taxing!

- Schedule regular “me time”
- Manage expectations of child’s emotional maturity rather than intellectual ability
- Build a support network



¡Cuídense a si mismo(a)!

¡El apoyar a un niño dotado y talentoso puede ser emocionalmente agotador!

- *Programe un “tiempo para mí” de manera regular*
- *Gestione las expectativas de madurez emocional de su hijo(a) en lugar de su capacidad intelectual.*
- *Construya una red de apoyo*

A graphic of a spiral-bound notebook with a white page and an orange border. The spiral binding is at the top. On the left side, there are two horizontal tabs, one pink and one orange. In the center of the page, the number '02' is displayed in a large, bold, black font, enclosed within a light blue circular arrow graphic. Below the number, the title 'A Classroom Perspective' is written in a bold, orange, sans-serif font. At the bottom, the name 'Mr. Bui' is written in a smaller, black, sans-serif font.

02

A Classroom Perspective

Mr. Bui



Work and Play

Play is powerful.

Babies/Toddlers/Early
Adolescence

They will play until they
reach the limit (injury/time).

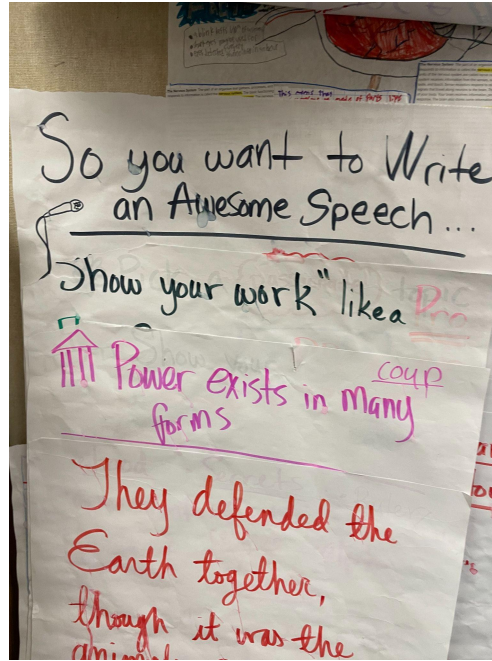
“We were just playing”



Play in the Classroom:


Think like a(n):

Artist
Reporter
Writer
Entrepreneur

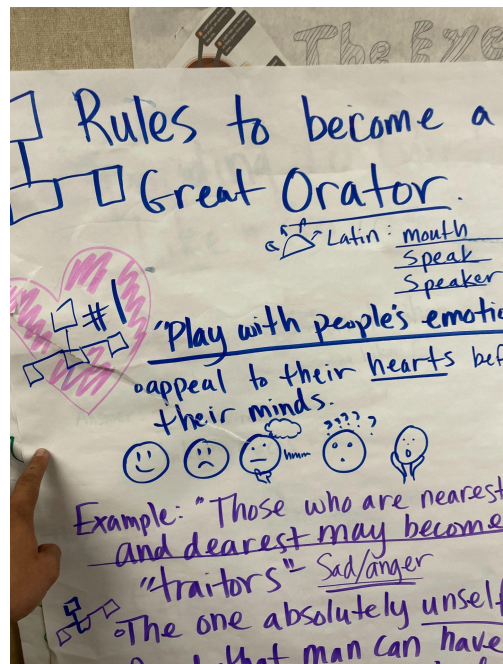


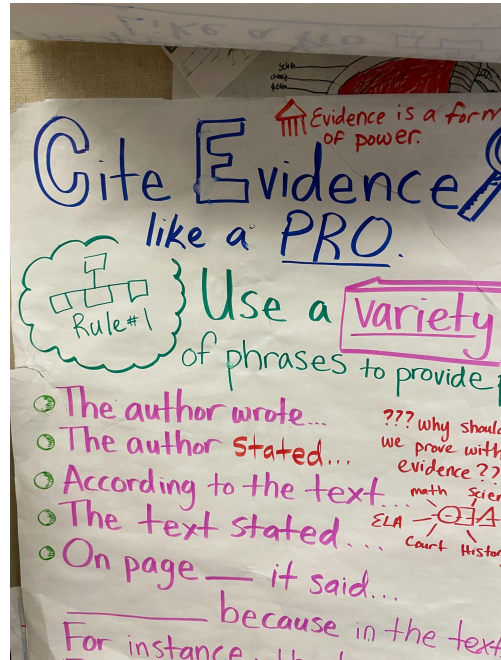
So you want to Write
an Awesome Speech...

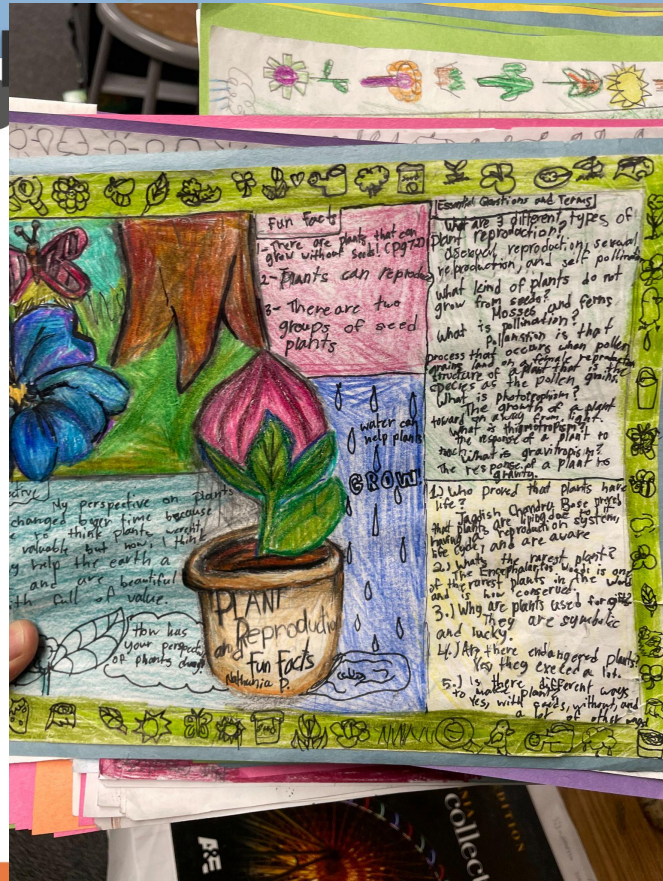
Show your work" like a Pen

 Power exists in many forms
coup

They defended the
Earth together,
though it was the
animal





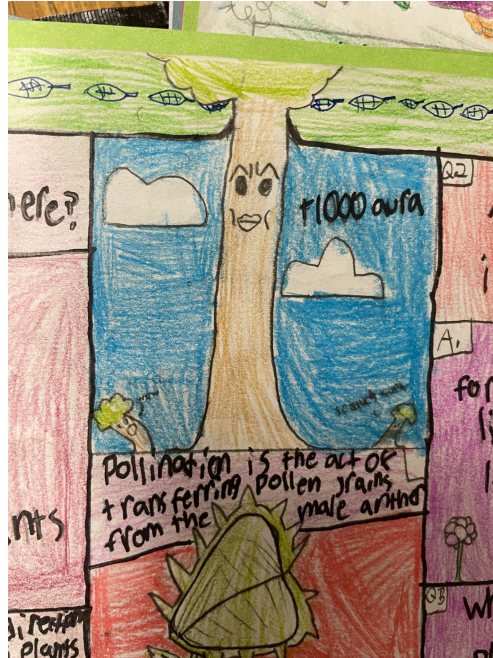


I will write a ^{fictional} narrative about
from the 80 perspective of
a character impacted by
the 2004 Tsunami.

I will: FLEET (Flow + Tre
my story before writing my r

I will use "dialogue" or some ~~in~~ my introduction to grab readers attention.

I will use details from
Reading to write a Convincin



★Welcome★ ★To The Hall Of Fame★

This "book" is made to feature Kaliyan's amazing works! She is an astonishing student who is in Mr. Bui's homeroom in 6th grade.

What's IN STORE

- 04. Fears and Phobias
What is fear and is it possible to overcome it?
- 08. Life Doesn't Frighten me at all (Remix)
- 12. I Am Poem
Based on the movie, "On the Way to School"
- 14. Glossophobia Speech
Should eating in class be allowed?
- 18. Nyctophobia: Fear of the Dark
Is the dark truly scary?
- 19. The Mixer Remix
What ever happened to Blackie?
- 20. Dear Santa Letter
What is your wish to Santa?
- 22. How to Convince a Snowman to give you his carrot
Will it work?
- 24. Letter to Mrs. Price
How would Rachel react?
- 26. Wired for Fear Podcast
How does your Brain Work?
- 28. Animal Presentation Slide
How smart are animals?
- 30. Tsunami Survivor
What was the 2004 Indonesia tsunami like?

A graphic of a spiral-bound notebook with a white page and an orange border. The spiral binding is at the top, consisting of ten black rings. The page contains text in a typewriter-style font.

Play at Home

Encourage your kids
that to dabble.

Teach them that it's
okay to try things
even if you aren't
"good" at it.



Play and Quirks

Play is a great way to learn
about about children's quirks
and big emotions.

Emotional regulation goes both
ways -control/uncontrollable



Play and Teachable Moments: Empathy and Risk taking

"How do they celebrate their wins?"

"How do they react when they lose?"

"Are they too afraid of risks?"

"How risky are they?"



A graphic of a spiral-bound notebook with ten black rings along the top edge. The notebook is white with an orange border and is set against a blue background with green speckles.

Play, GATE, Success

It's not enough to be knowledgeable.

There is an increasing need for people who are able to play with knowledge, skills and ideas to create the next BIG thing.

Play with this idea: My child will be recognized for their knowledge and art. They will be able to play with ideas, skills and facts to persuade, entertain or educate others. They will have a healthy work/play balance that allows them to make a difference and take care of themselves others. They will have a variety of healthy hobbies and habits to occupy their minds and hands. They will accept their quirks and the quirks of others.



Make space for Play

- Extracurricular activities are classic but find some common spaces
 - babies/toddlers:
play with words and sound
roleplay/pretend
- play in the kitchen or garage or other maker spaces.
 - play with their ideas
 - "What if we didn't use any salt?"
 - "What do you think about.."
 - "What are you wondering?"

The Language of Play





03

SPSA & LCAP

Mrs. Peterson

SPSA Review 2024-2025

School Plan for Student Achievement

- **Goal 1: Reading**
- **Goal 2: Math**
- **Goal 3: Attendance**
- **Goal 4: Family Engagement**

School Goals: iReady - ELA

Increase students “at, mid or above grade-level” by 20% in ELA from August 2024 to May 2025 school-wide and at each grade level.

Start of Year

48%

Goal

68%

Current

60%

On Track 

School Goals: CAASPP - ELA

Increase students at “Met” or “Exceeding” Standard by 5% in ELA from May 2024 to May 2025 school-wide and at each grade level on CAASPP.

Last Year

69%

Goal

74%

Current

?

School Goals: iReady - Math

Increase students “at, mid or above grade-level” by 20% in Math from August 2024 to May 2025 school-wide and at each grade level.

Start of Year

27%

Goal

47%

Current

47%

On Track 

School Goals: CAASPP - Math

Increase students at “Met” or “Exceeding” Standard by 5% in Math from May 2024 to May 2025 school-wide and at each grade level on CAASPP.

Last Year

61%

Goal

66%

Current

?

School Goals: Attendance

Last Year

96.2

Goal

97.2 %

Current

96.3% 

In-person attendance is an important priority and our primary focus.

- In an effort to support student attendance rates and increase academic engagement, *Independent Study* will allow for absence recovery.

School Goals: Family Engagement

Increase by 5% unique student and parent participation and engagement for all OMSD programs and services.

- Parent Advisory Committee Meetings - SELPAC, GATE, SWD, SSC
- District Parent Meetings
- Volunteering
- Completing Family Surveys
- Parent Workshops
- School wide informational meetings for families
- Extracurricular Activities
- Extended Learning Opportunities

Our School Goal is 98% Family engagement and participation.

Local Control Accountability Plan (LCAP)

Review and Community Input



***Reunión de revisión y presentación de aportes de la comunidad al
Plan Local del Control y Rendición de Cuentas (LCAP)***

Agenda

01 —

Review **Local Control Accountability Plan** (LCAP)
Goals, Programs, and
Priorities

02 —

Review Data and
Identify Needs

03 —

Feedback and Input
on Programs and
Priorities



OMSD Mission Statement

OMSD is committed to providing a world-class education to our students in safe, respectful, and welcoming school environments that empower students, staff, and families to be successful in a dynamic global society and cultivates college, career, and community partnerships



Address the Eight State Priorities:

1. Basic Services
2. Implementation of State Standards
3. Course Access
4. Student Achievement
5. School Climate
6. Parent (family) Involvement
7. Student Engagement
8. Other Student Outcomes

Include the following:

- Identifies actions for all students and specific student groups to meet goals
- Demonstrates how the District's budget supports the plan
- Identifies how the District measures achievement outcomes for students

Yearly LCAP Monitoring and Update

District's must monitor and update the **Local Control Accountability Plan** which includes state/federal funds, and may include other funding sources, Input is considered from **families, students, teachers, other school and district staff, administrators, community members, and bargaining units.**

Goal #1

Appropriately credentialed teachers, highly qualified support staff and administrators, utilizing adopted instructional materials, equitable resources, and technology aligned to California State Standards, in safe, clean, and well-maintained facilities will be provided to ensure all students access educational and social-emotional programs.



Programs and Priorities Identified in our LCAP

Goal #1

1. Transportation and Safety
2. Additional student support staff
3. Technology
4. Base program staffing
5. Staff recruitment and retention
6. Core instructional materials
7. Teacher initiated professional development
8. Safe and maintained facilities
9. Classified staff professional development



Goal #2

All students will demonstrate growth towards meeting standards in English Language Arts (ELA) and Math, and English learners (ELs) demonstrate progress in developing English language proficiency by accessing an academic program that includes intervention and/or acceleration through a Multi-Tiered System of Supports aligned to the California State standards.



Programs and Priorities Identified in our LCAP

Goal #2

1. Professional development and coaching in language arts, social studies, science, technology, engineering, and math
2. Technology integration and resources for students
3. Magnet specialty and college and career programs
4. Early literacy professional development
5. Tiered support for students
6. Intervention resources and assessment
7. English Learner and Special Education programs and professional development
8. Expanded learning opportunities
9. Universal transitional kindergarten



Goal #3

All students will be provided equitable access to social-emotional and behavioral supports through the implementation of a Multi-Tiered System of Supports, including student social, emotional, and behavioral health and engagement with peers, families, staff, and the community, to increase instructional time through improved attendance and access to grade level instruction.

Programs and Priorities Identified in our LCAP

Goal #3

1. Social emotional learning and behavior professional development
2. Case management and family support
3. Mental health and crisis support
4. Mental health support for staff
5. School Climate and student engagement
6. Expanded learning and enrichment opportunities
7. Special education social emotional learning
8. Cultural proficiency and equity
9. Security and campus wellbeing



Goal #4

All schools will work together with educational partners to support student learning and well-being and nurture meaningful participation in student learning, promote college and career access, and enhance community partnerships.

Programs and Priorities Identified in our LCAP

Goal #4

1. Building family capacity
2. Family and community engagement
3. Shared family engagement
4. Special Educational family capacity
5. Promise scholars
6. Multilingual communication





California School Dashboard

Tablero de Información Escolar de California





OMSD

LEARN MORE

Enrollment

17,944

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LEARN MORE

Socioeconomically
Disadvantaged

88%

LEARN MORE

English Learners

28%

LEARN MORE

Foster Youth

0.5%

EDISON ELEMENTARY

LEARN MORE

Enrollment

729

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LEARN MORE

Socioeconomically
Disadvantaged

72.6%

LEARN MORE

English Learners

12.1%

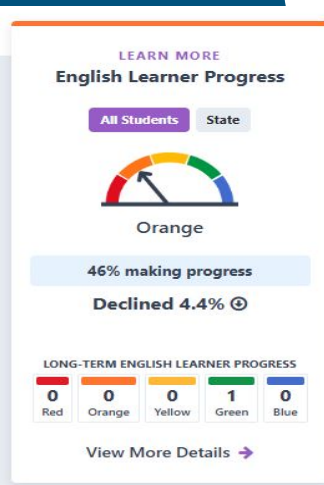
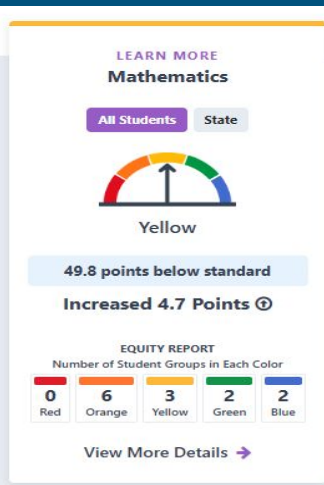
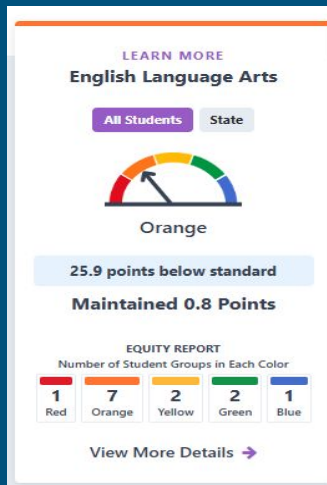
LEARN MORE

Foster Youth

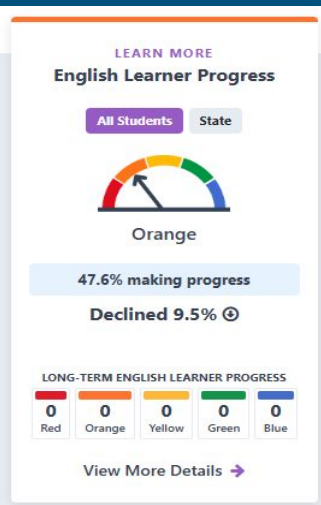
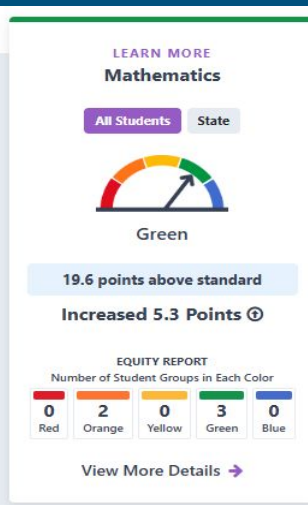
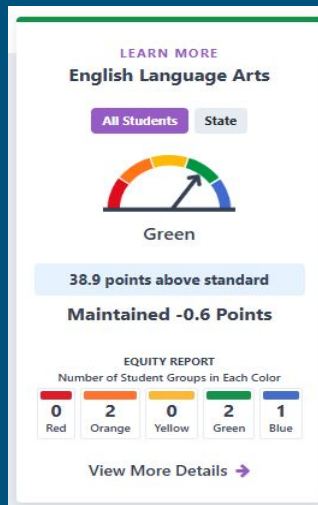
0.5%



OMSD



EDISON



Attendance Data

OMSD

Last Year: 95.2%

Goal: 97.7%

Current: 96.3%

EDISON

Last Year: 96.2%

Goal: 97.2%

Current: 96.3%

School Climate Data (OMSD)

7th Grade

Feeling connected to school

2023: 54%
2024: 56%

Feeling adults in school have high expectations

2023: 74%
2024: 72%

Emotional Distress

2023: 24%
2024: 23%

Experiencing sadness/hopelessness

2023: 29%
2024: 27%



Brainstorm and Input

As we continue to improve our educational programs and services, what resources, supports, or initiative do you believe would have the greatest positive impact on student learning and well-being?



Parent Input

- Continue VAPA enrichment
- GATE program
-
-
-



Our LCAP online survey has 3 simple steps: **Share, Star, and Discover.**

1. **Share** - share your thoughts, questions, or comments in response to open-ended questions, **independently and confidentially**
2. **Star** - read thoughts shared by you and other participants, and rate each one with **0-5 stars** (as few or as many as you wish)
3. **Discover** - learn what matters to the group by exploring the thoughts and how they were rated by other respondents

Please let your voice
be heard!

Online Survey Window:
January 24, 2025-
February 28, 2025

Link to Survey: <https://tejoin.com/scroll/93712765>



Thank you!

Please visit your school office or our District's main office at 950 West D Street, Ontario to provide input via the "Comments to the Superintendent."





04

What's Next?

Mrs. Peterson

Edison's Next GATE PAC

April 3 @ 3:30

MPR or Zoom

District's GATE Parent Night

April 7 @ 4:00

**District Office,
B1/B2**

*Collaborate,
Communicate,
Meet other parents*

Parent-Student Resources

95 Essential Links for the Parents of Gifted Children https://research.com/education/essential-links-for-the-parents-of-gifted-children#google_vignette
Websites and online resources

Supporting Emotional Needs of the Gifted (SENG) <https://www.sengifted.org/>
Nonprofit that empowers families to guide gifted and talented individuals to reach their goals

National Association for Gifted Children (NAGC) <http://nagc.org/>
Help families, parents, and professionals who work to help gifted and talented children as they strive to achieve their personal best

The School For Life <https://www.youtube.com/user/schooloflifechannel>
Videos to help develop and foster emotional intelligence

Hoagies' Gifted Education Page <http://www.hoagiesgifted.org/>
Resource page for parents, educators, and gifted children

Science Friday <https://www.sciencefriday.com/>
Source for entertaining and educational stories about science and technology

Byrdseed <https://www.byrdseed.com>
Website to help better understand gifted learners

Center for Talented Youth <https://cty.jhu.edu/>
A nonprofit organization that delivers academic excellence and transformational experiences to advanced learners in grades 2-12

Recursos para padres y estudiantes

95 enlaces esenciales para padres de niños superdotados https://research.com/education/essential-links-for-the-parents-of-gifted-children#google_vignette

Sitios web y recursos en línea

Apoyar las necesidades emocionales de los superdotados (SENG) <https://www.sengifted.org/>

Organización sin fines de lucro que capacita a las familias para guiar a personas superdotadas y talentosas a alcanzar sus metas.

Asociación Nacional para Niños Superdotados (NAGC) <http://nagc.org/>

Ayude a las familias, padres y profesionales que trabajan para ayudar a los niños superdotados y talentosos mientras se esfuerzan por alcanzar su mejor nivel personal.

The School For Life <https://www.youtube.com/user/schooloflifechannel>

Vídeos para ayudar a desarrollar y fomentar la inteligencia emocional

Hoagies' Gifted Education Page <http://www.hoagiesgifted.org/>

Página de recursos para padres, educadores y niños superdotados

Science Friday <https://www.sciencefriday.com/>

Fuente de historias entretenidas y educativas sobre ciencia y tecnología.

Byrdseed <https://www.byrdseed.com>

Sitio web para ayudar a comprender mejor a los estudiantes superdotados

Center for Talented Youth <https://cty.jhu.edu/>

Una organización sin fines de lucro que ofrece excelencia académica y experiencias transformadoras a estudiantes avanzados en los grados 2-12.

Questions?
Comments?





Thank you!



Next meeting ...
Thursday, April 3