

# Edison's GATE

## Parent Meeting #1

...

8.21.25

*Interpretación en español disponible en persona.*

# Agenda



**Edison's GATE Program**

**Mauricio Gormaz**  
Principal

**In the Classroom**

**The Bui**  
6th-grade teacher



**Title 1**

**Parent Representative Election**

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 '01' is displayed inside a light blue circular arrow. Below this, the text 'Edison's GATE Program' is written in a dark blue font.

01

# Edison's GATE Program

# Gifted and Talented Education

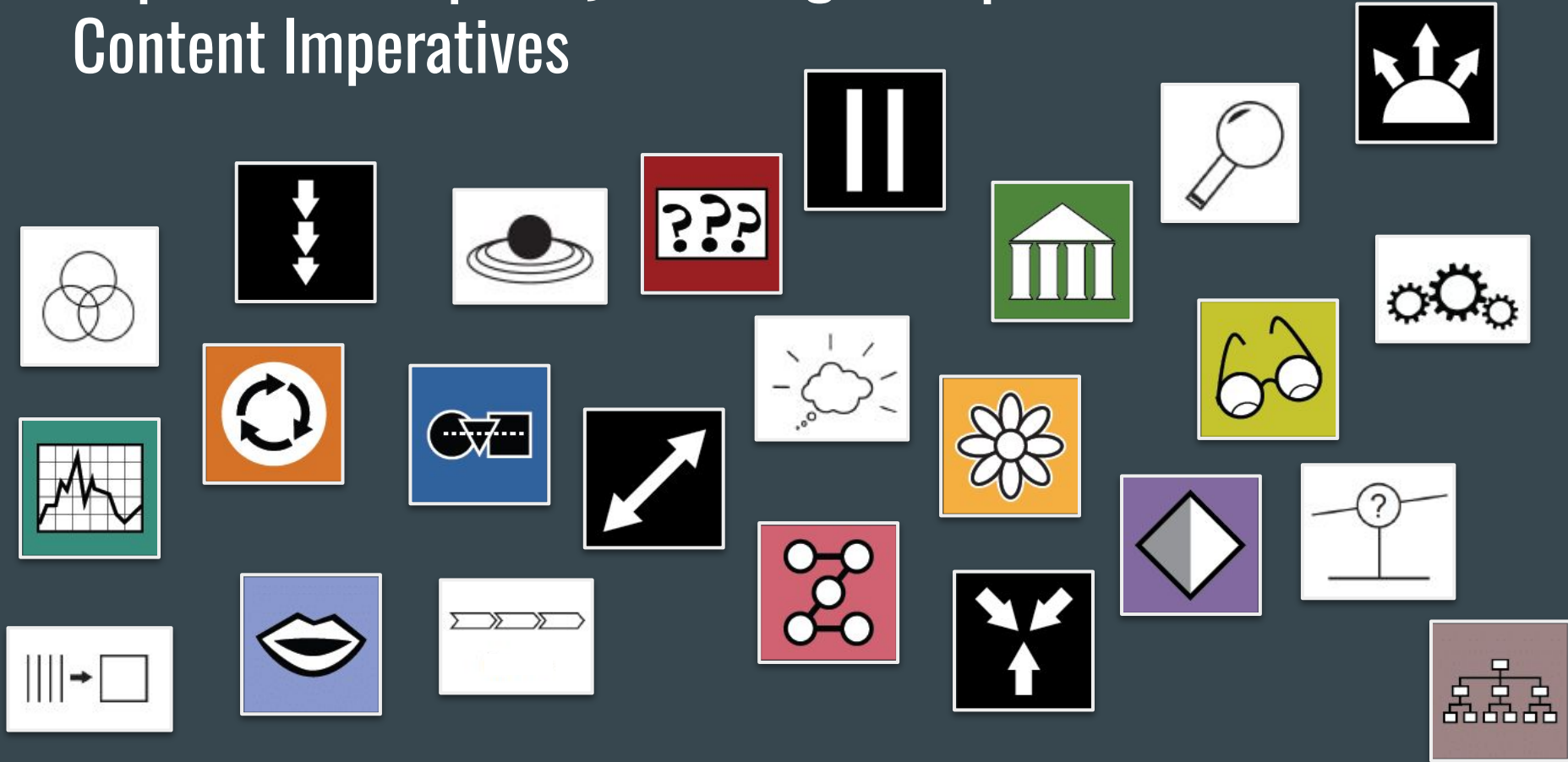
What is GATE?

When are students identified?

How are Edison's students supported and challenged?

Who attends Edison's Middle School GATE magnet?

# Depth and Complexity Thinking Prompts/ Content Imperatives



# Being Curious

Thinking Prompts can deepen and extend the learning everyday in every content area.

Change over time  
??  
unanswered questions

Did the boy marry the girl he sat w/ under the tree?  
• Both the boy and tree grew.  
• The boy visited the tree less and less.  
• The tree became lonelier and sadder.

Where did the boy sail?

What did the boy do when he wasn't at the tree?

Did the boy make \$ from selling the apples? How much?

What did his house look like?

How old did the boy live to be?

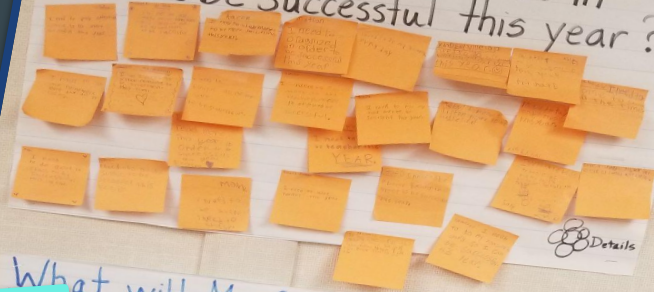
As the boy got old, the tree continued to grow (loving, compassion)

reader:  
• The boy is greedy.  
• The boy took advantage of the tree.  
• The tree still loved the boy.

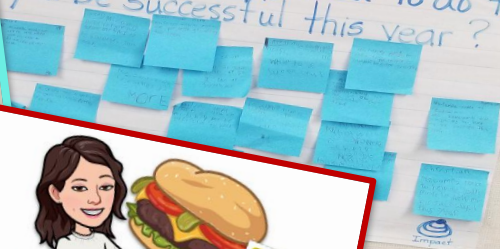
Use the word in a Sentence	Synonyms & Antonyms
1. The red player was ejected because he was suspicious.	• discharge • banish • expel • accept • allow • include
2. The bell at recess emits a ding.	• give off • ooze • pour out • conceal • hide • withhold
3. The volcano erupted and destroyed the city.	• go off • explode • burst • be quiet • implode • go in
4. The driver was exceeding the speed limit.	• break record • top • eclipse • fail • include
5. They excluded the girl when they played tag.	• remove • reject • ban • accept • keep
6. We exhale when we let out a deep breath.	• breathe-out • emit • give off • burk up • inhale • take
7. The balloon expanded when we filled it with air.	• grow • spread • to end • choke • blow out • judgement
8. The fire fighter extinguished the big house fire.	

Depth & Complexity Prompt: The D&C prompt because which you learn the word exclude, that is a choice with a negative impact

What will you need to do in order to be successful this year?



What will Ms. Campa need to do to you be successful this year?



How do you think a chef, restaurant owner, dietician, ketchup factory owner, and you see a burger differently?

Read the story "Curt and Herbie in Space."  
Then answer Numbers 1 to 5.

UNIT 5, WEEK 2

in Space

at the sky," says

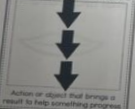
un is large. It only far away!"

e. Their teacher

ap in my spaceship,"

GO ON

Contributions



Convergence



# Instructional Strategy

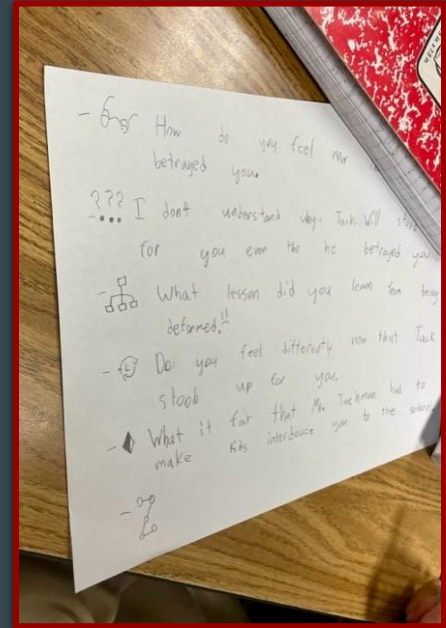
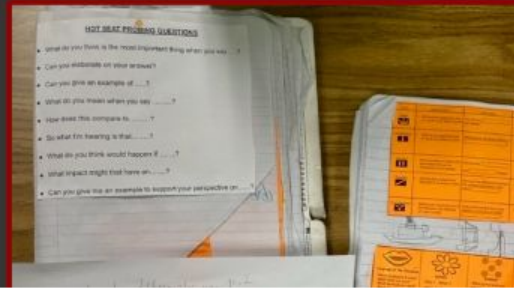
## Novelty

Learning experiences that encourage individualized thinking

## Hot Seat




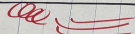


To deepen comprehension, partners:





- Use Thinking Prompts
- Generate questions
- Interview a "character" from the story



# Acceleration

Acceleration of knowing (content, skills)  
beyond the core curriculum

Think like a Meteorologist		
Observe ☁	☺	our clothing
	sunny	dress ↑ shorts ↑ shirt
	cloudy	jacket ↑ pants
	rainy	rain boots ↑ umbrella
	windy	sweater ↑ wind jacket
	stormy	flashlight jacket
	snowy	bib snow boots scarf snow jacket

Astronomers		
Astronomers notice Z and 	Astronomers ask ???	Astronomers research  that answer [??]
	<ul style="list-style-type: none"> <li>Why is it going in a  where does it go?</li> <li>Why does it come up in E?</li> <li>the sun bigger than we think?</li> <li>how does the sun shine?</li> <li>the sun moving?</li> <li>is the ☽ turn into the ☾?</li> <li>why does it have holes?</li> <li>does it shine?</li> <li>is it sometimes different colors?</li> <li>does it change?</li> <li>are stars different colors?</li> <li>why do they twinkle?</li> <li>are they different?</li> </ul>	<ul style="list-style-type: none"> <li>It is a star! - the closest one.</li> <li>Burning gas makes it shine</li> <li>Makes light and heat</li> <li>The sun does not move</li> <li>Planets orbit the sun</li> <li>No. The sun shines on it</li> <li>Craters - It can be out in day</li> <li>It doesn't make light. It reflects the sun.</li> <li>The sun shines on different parts.</li> <li>250,000 miles away.</li> <li>Some bigger than sun.</li> <li>Made of burning gas</li> </ul>

# Depth

Stimulate inquiry or study at more sophisticated levels

Prove the big idea with details from the chapter

4 Impacts

- Cause - huge ships can't just pull up on the coast of Long Beach
- Effect - the people of Long Beach built docks
- Cause - much trash gets carried along by the rivers and is dumped into the ocean
- Effect - a man named Justin had started the 30-minute beach cleanup
- Cause - Long Beach has 6 million people
- Effect - it's much larger than Los Angeles and Los Angeles is crowded
- Cause - suburban communities are when area
- Effect - there are many suburbs
- Cause - rural communities are in less developed land
- Effect - urban area - a city and the surrounding communities

different types of communities

suburbs depend on urban areas by getting their jobs (generally)

urban areas depend on suburbs because they need things to make \$\$\$

A community is where you live and play.

A suburb is a community with houses and more.

A rural community is a place of farmland with less people.

Communities depend on each other and have symbiotic relationships

Language of the Discipline (Choose any 3 vocabulary words from the chapter to define)

suburbs - communities near a city

rural communities - a place of farmland

urban area - a city and the surrounding communities

## Unit 4: Humans and Their Place in Universe

How are humans able to thrive?

The human population is growing exponentially in technology, medicine, and sanitation. But with these advancements come new challenges to the environment.

For example:

- Cars, houses, and other things create pollution in the air.
- We have many problems. Cars also make things easier to move, but the pollution is getting worse and creating a lot of problems.
- We have a lot of waste and it's hard to get rid of it.
- We have a lot of waste and it's hard to get rid of it.

C: The evidence of human progress shows the environment.

E: The evidence of human progress shows the environment.

R: The evidence of human progress shows the environment.

Reasoning: The evidence supports my claim.

Depth and Complexity icons:

- C: The evidence of human progress shows the environment.
- E: The evidence of human progress shows the environment.
- R: The evidence of human progress shows the environment.

Depth and Complexity icons:

- C: The evidence of human progress shows the environment.
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# Complexity

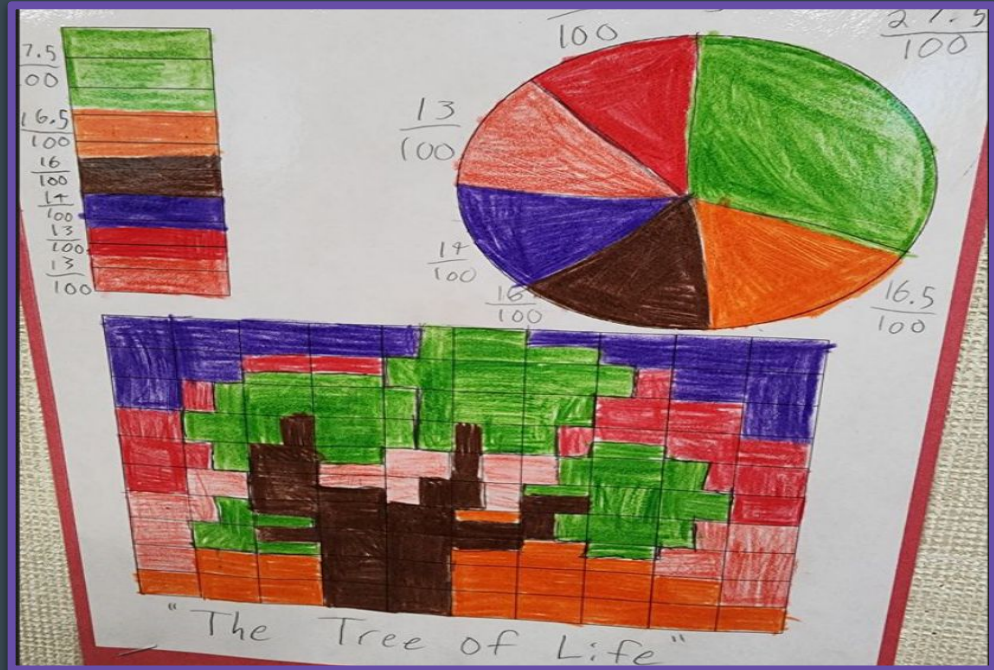
Increase awareness of the intricacies of an area of study



Consider the big idea from different perspectives over time



Determine the origin of the conflict



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02

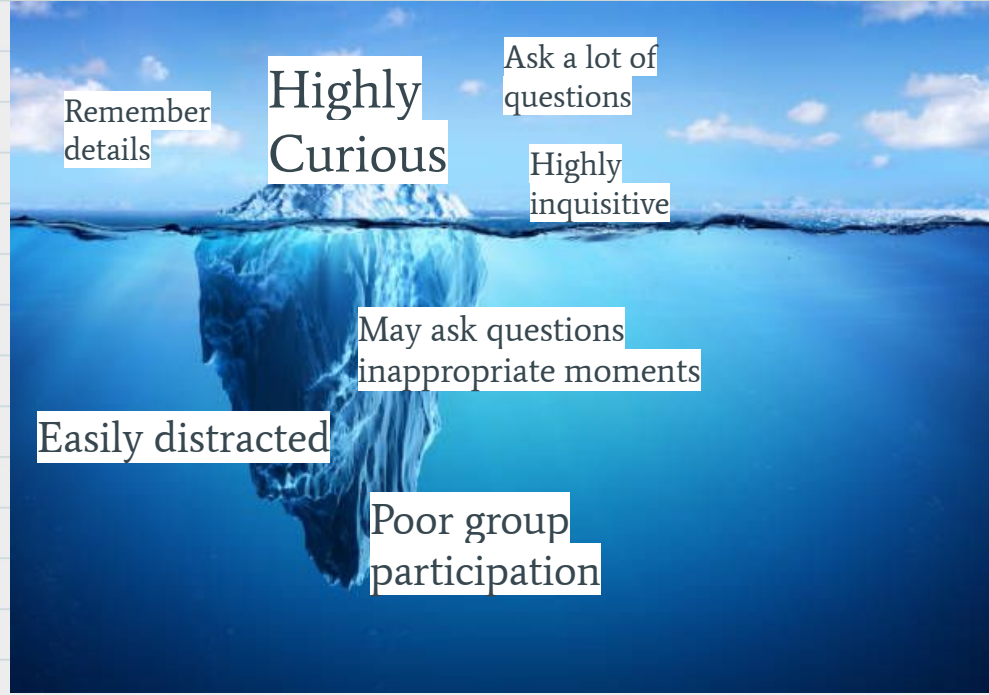
# A Classroom Perspective

with Mr. Bui

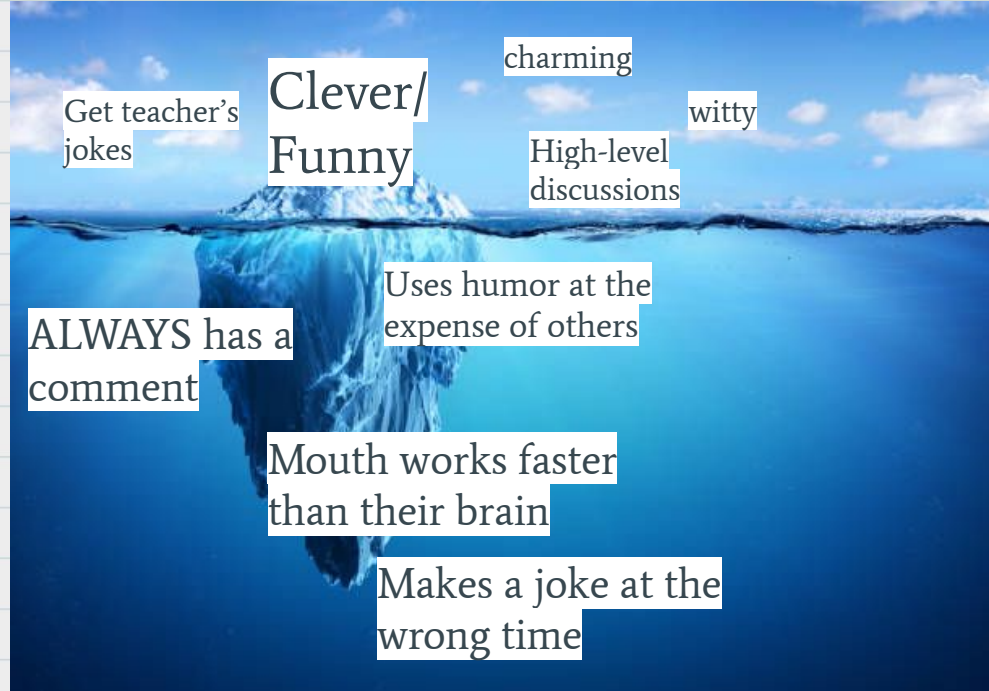
# It's Only a Gift if it feels like a Gift



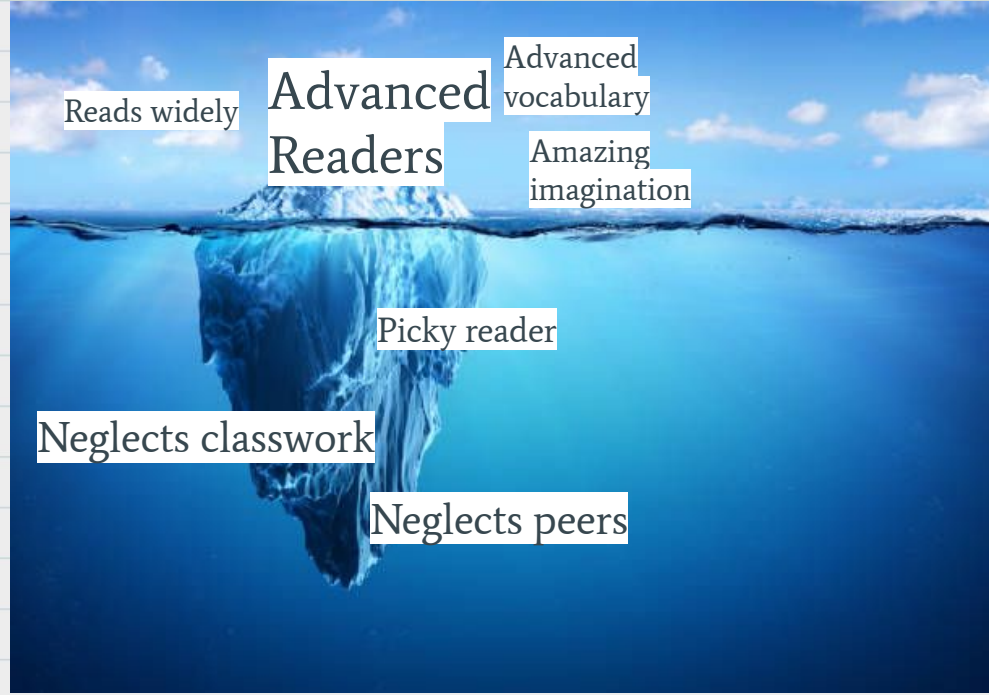
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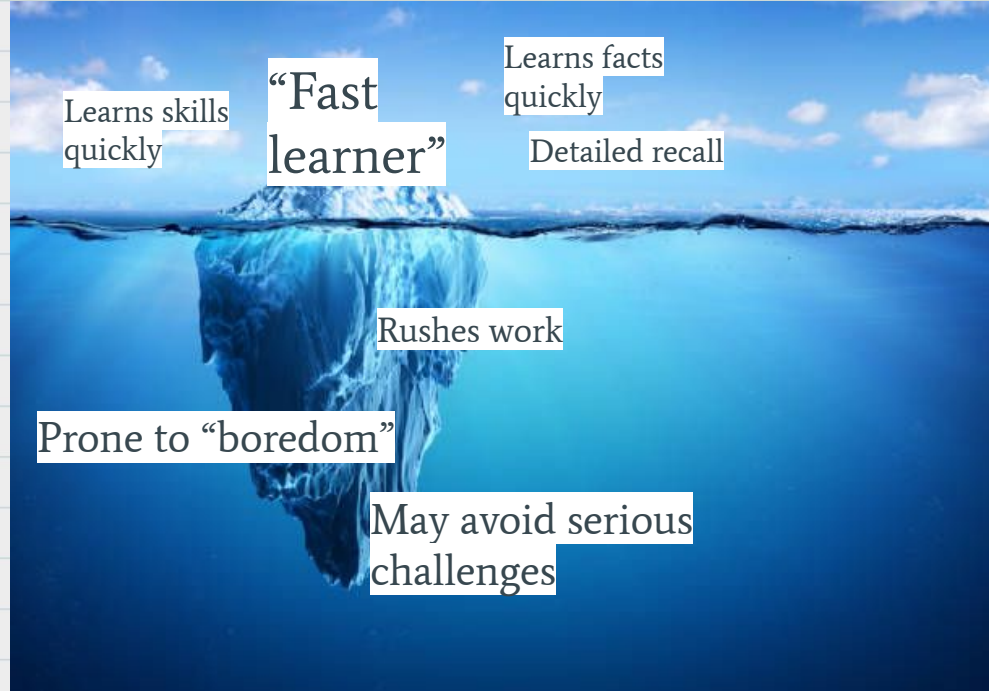
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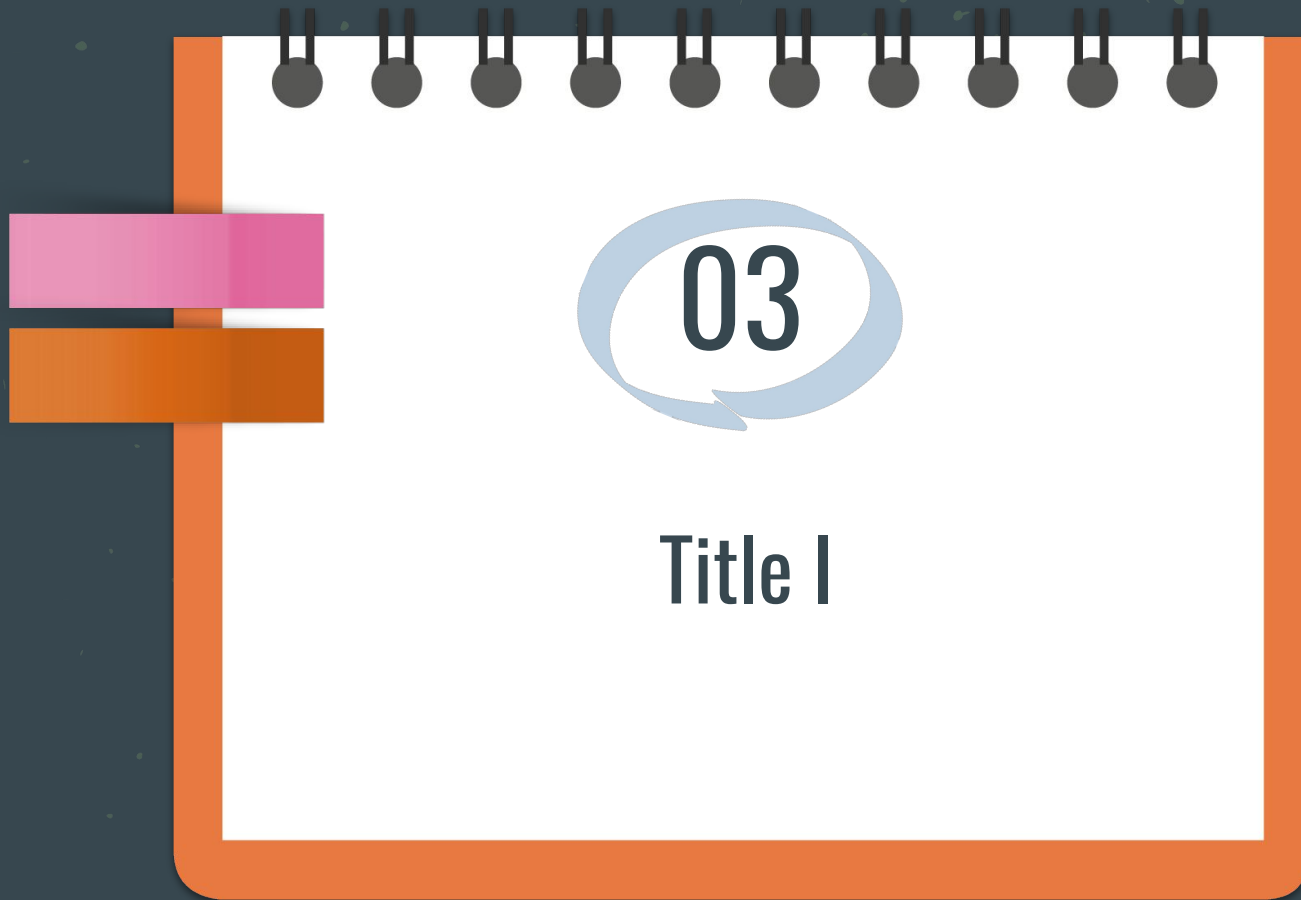


# It's Only a Gift if it feels like a Gift



## Take Away

- Being identified does not mean you've "made it"
- Being GATE does not mean you are "smart"
- Identified means, "You experience the world in a measurably different way socially, mentally, emotionally"
- Being different isn't always easy, especially when you're young or highly intuitive or sensitive



03

Title I

# Title I Annual Meeting

Supporting Your Child to Achieve



Ontario-Montclair School District

# What are Title I Funds?

**Title I** provides federal aid to districts and local schools to schools to support children from low-income families.

- All OMSD schools are considered Title I

# Title I Requirements

## Schools must ...

- Inform parents of:
  - Title I and their right to be involved
  - Curriculum, academic assessments and academic proficiency levels.
- Involve parents in:
  - The planning, reviewing, improvement of Title I programs
  - Single Plan for Student Achievement (SPSA).
- Designate 1% of Title I funds to promote parent involvement

# Title I Requirements

## Schools must ...

- Annually update and review Parent Involvement Policy
  - Meaningful parent involvement
  - Understandable language and format
  - Build capacity
  - Include a parent compact component
    - Review every other year.

# Parent Involvement/Supporting Student Achievement

- Integrate parent involvement opportunities
- Provide information related to school and parent programs, meetings and other activities ● ●
- Ensure two-way communication: parent-teacher conferences, access to staff, participation opportunities

# Parent Involvement Opportunities

School Site Council

Parent Advisory Committees (PACs)

- English Learner
- Special Education
- GATE

PFO Events

Volunteering

Back to School Night

Open House

# Measuring Academic Progress

- English Language Proficiency Assessment for California (ELPAC)
- i-Ready Benchmark Assessments (1-8)
- ESGI (K)
- California Dashboard
- California Assessment of Student Performance and Progress (CAASPP):
  - Math and ELA in 3rd - 8th grade
  - Science in 5th and 8th grade
- Reclassification Rates

# CAASPP Proficiency Levels

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English Language Arts, Mathematics and Science



Standard Exceeded (Level 4)

Standard Met (Level 3)

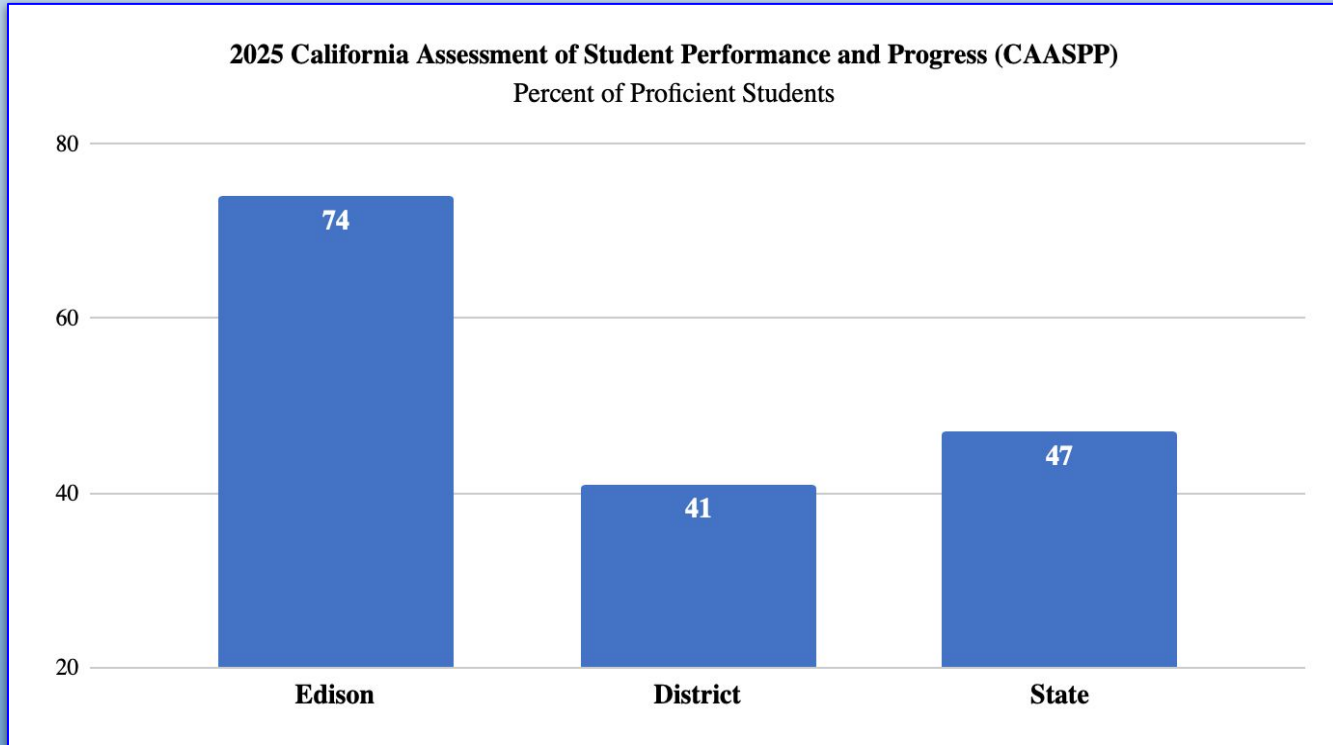
Standard Nearly Met (Level 2)

Standard Not Met (Level 1)

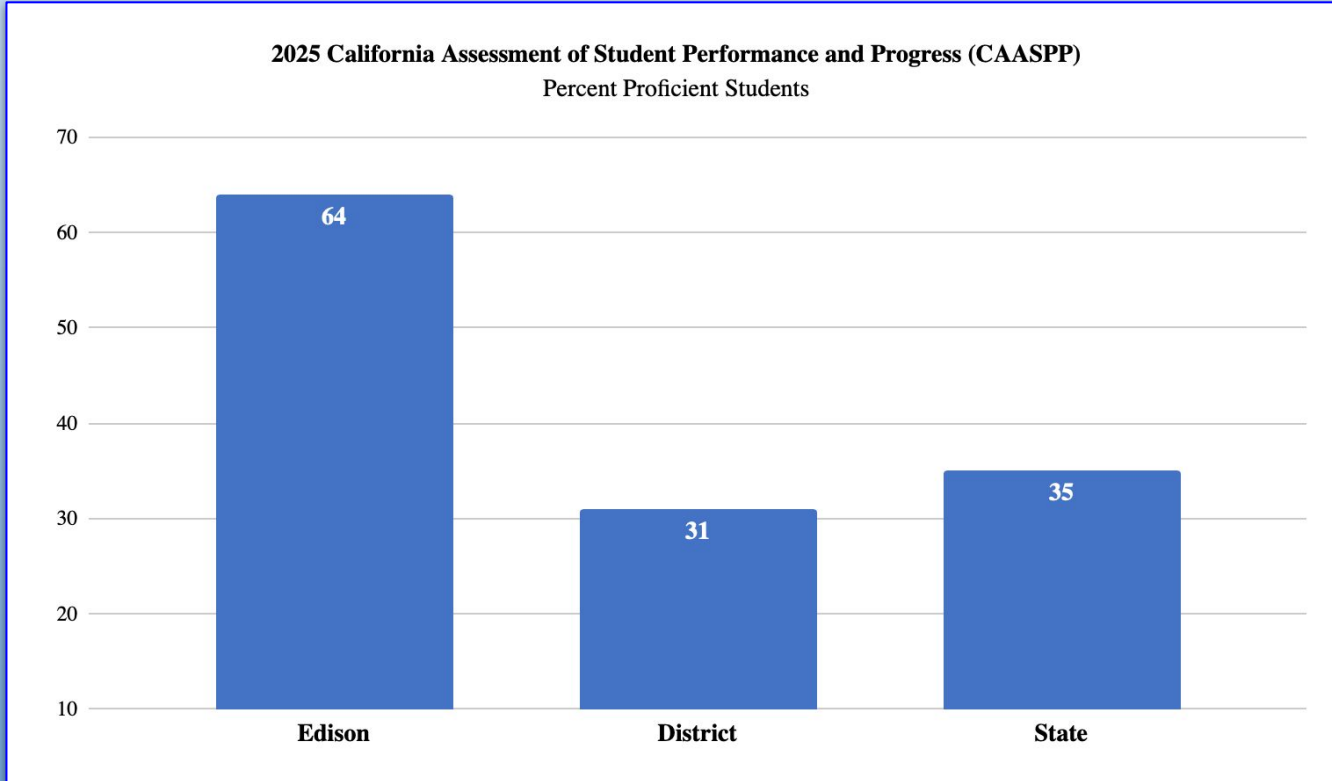


# CAASPP Results

## 2025 Language Arts



# CAASPP Results 2025 Mathematics





04

## Parent Representative Election

## District Meetings

(all on Zoom)

September 25, 2025 @ 9:00

January 15, 2026 @ 9:00

March 12, 2026 @ 9:00

## Edison's Dates

August 21 @ 3:30 in MPR

February 5, 2026 @ 3:30 in MPR

April 8, 2026 @ 3:30 in MPR

*On Zoom - please send a private chat  
with the name of your top choice.*

*In person - on your way out, please  
leave a voting slip in the red  
basket.*

# 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) [https://research.com/education/essential-links-for-the-parents-of-gifted-children#google\\_vignette](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/) <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/) <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) <https://www.youtube.com/user/schooloflifechannel>

Videos to help develop and foster emotional intelligence

[Hoagies' Gifted Education Page](http://www.hoagiesgifted.org/) <http://www.hoagiesgifted.org/>

Resource page for parents, educators, and gifted children

[Science Friday](https://www.sciencefriday.com/) <https://www.sciencefriday.com/>

Source for entertaining and educational stories about science and technology

[Byrdseed](https://www.byrdseed.com) <https://www.byrdseed.com>

Website to help better understand gifted learners

[Center for Talented Youth](https://cty.jhu.edu/) <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) [https://research.com/education/essential-links-for-the-parents-of-gifted-children#google\\_vignette](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/) <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/) <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) <https://www.youtube.com/user/schooloflifechannel>

Vídeos para ayudar a desarrollar y fomentar la inteligencia emocional

[Hoagies' Gifted Education Page](http://www.hoagiesgifted.org/) <http://www.hoagiesgifted.org/>

Página de recursos para padres, educadores y niños superdotados

[Science Friday](https://www.sciencefriday.com/) <https://www.sciencefriday.com/>

Fuente de historias entretenidas y educativas sobre ciencia y tecnología.

[Byrdseed](https://www.byrdseed.com) <https://www.byrdseed.com>

Sitio web para ayudar a comprender mejor a los estudiantes superdotados

[Center for Talented Youth](https://cty.jhu.edu/) <https://cty.jhu.edu/>

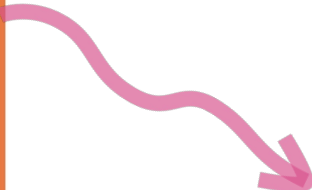
Una organización sin fines de lucro que ofrece excelencia académica y experiencias transformadoras a estudiantes avanzados en los grados 2-12.

**Questions?**  
**Comments?**





# Thank you!



*Next meeting ...*  
Thursday,  
February 5, 2026