

Special Education Parent Advisory Committee Meeting

2024-2025

January 23, 2025




Purpose of Special Education Parent Advisory Committee

- Nurture and expand Special Education parent involvement
- Increase input and decision-making at the school and district levels to improve achievement among students with Disabilities.

Special Education Meeting Agenda

- SWD - School Plan (SPSA) Goals & LCAP Survey - Brandee Meyer
- Understanding Progress Reports -Margaretha Jennings



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 May 2023 to May 2024 school-wide and at each grade level on CAASPP.

Start of Year

66%

Goal

86%

Current

72%

On Track



School Goals: CAASPP - ELA

Increase students at “Met” or “Exceeding” Standard by 5% in ELA from May 2023 to May 2024 school-wide and at each grade level on CAASPP.

Last Year's Goal
76% - Scored 61%

Goal
66%

Current
?

School Goals: iReady - Math

Increase students “at, mid or above grade-level” by 20% in Math from May 2023 to May 2024 school-wide and at each grade level on CAASPP.

Start of Year

58%

Goal

78%

Current

72%

On Track 

School Goals: CAASPP - Math

Increase students at “Met” or “Exceeding” Standard by 5% in Math from May 2023 to May 2024 school-wide and at each grade level on CAASPP.

Last Year's Goal

66% - Scored 61%

Goal

66%

Current

?

School Goals: Attendance

Last Year

96.2

Goal

97.2 %

Current

96.3% 


SPSA Goal 4:

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.

Understanding Your Child's Progress Report

	Page ____ of ____
ONTARIO-MONTCLAIR SCHOOL DISTRICT SELPA Annual Goals and Objectives Progress Report	
Name: _____	DOB: _____
Measurable Annual Goal # 3 By 8/19/2025, _____ will describe characters, settings, and major events in a story by citing textual evidence with 90% accuracy in 3/4 trials as measured by student work samples. Level of Support: Verbal Prompt	
Area of Need: Language Arts	
Baseline: _____ is able to read passages with accuracy but lacks comprehension of what he has read. He does not refer back to the text to support his answers.	
Short-Term Objective: By November 2024, _____ will describe characters in a story by citing textual evidence with 70% accuracy in 3/4 trials as measured by student work samples. Level of Support: Verbal Prompt	
Short-Term Objective: By March 2025, _____ will describe settings in a story by citing textual evidence with 90% accuracy in 3/4 trials as measured by student work samples. Level of Support: Verbal Prompt	
Short-Term Objective:	
Progress Report 1: 11/18/2024	
Summary of Progress: _____ is making progress but needs some direction for citing textual evidence.	
Comment:	
Progress Report 2:	
Summary of Progress:	
Comment:	
Progress Report 3:	
Summary of Progress:	
Comment:	
Goal: Annual Review Date:	
Goal Met <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments:	

Progress Reports

- A “progress report” in an IEP is a document that tracks and communicates student’s advancement towards their specific educational goals outlined in their IEP.
- At Edison, the SPED team typically sends out a progress report twice within an academic school year - usually around the same time as Report Cards go out

Progress Reports

- Purpose: To monitor a student's progress on their IEP, identify areas where they are making good strides, and pinpoint areas where additional support may be needed
- What's included:
 - Specific IEP goals
 - Data collected on student performance (e.g. test scores, observations, anecdotal notes, etc)
 - Analysis of progress

Progress Reports

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ONTARIO-MONTCLAIR SCHOOL DISTRICT SELPA Annual Goals and Objectives Progress Report

Name: [REDACTED]

DOB: [REDACTED]

Measurable Annual Goal # 3

By 8/19/2025, [REDACTED] will describe characters, settings, and major events in a story by citing textual evidence with 90% accuracy in 3/4 trials as measured by student work samples. Level of Support: Verbal Prompt

Area of Need: Language Arts

Baseline: [REDACTED] is able to read passages with accuracy but lacks comprehension of what he has read. He does not refer back to the text to support his answers.

Short-Term Objective: By November 2024, [REDACTED] will describe characters in a story by citing textual evidence with 70% accuracy in 3/4 trials as measured by student work samples. Level of Support: Verbal Prompt

Short-Term Objective: By March 2025, [REDACTED] will describe settings in a story by citing textual evidence with 90% accuracy in 3/4 trials as measured by student work samples. Level of Support: Verbal Prompt

Short-Term Objective:

Progress Report 1: 11/18/2024

Summary of Progress: [REDACTED] is making progress but needs some direction for citing textual evidence.

Comment:

Progress Reports



ONTARIO-MONTCLAIR SCHOOL DISTRICT SELPA Annual Goals and Objectives Progress Report

Name: [REDACTED]

DOB: [REDACTED]

Measurable Annual Goal # 1

By 8/21/25, when given a familiar vocabulary word, [REDACTED] will name 2 or more word associations in at least 80% of opportunities as measured by therapist's charted observations. Level of support: Independent

Area of Need: Semantics

Baseline: [REDACTED] demonstrates difficulty with stating the association or relationship between familiar vocabulary words. When given a set of 4 words, [REDACTED] can identify which two go together in 13% of opportunities.

Short-Term Objective: By November 2024, when given a familiar vocabulary word, [REDACTED] will name 1 or more word associations in at least 80% of opportunities as measured by therapist's charted observations. Level of support: Independent

Short-Term Objective: By March 2025, when given a familiar vocabulary word, [REDACTED] will name 2 or more word associations in at least 80% of opportunities as measured by therapist's charted observations. Level of support: Indirect Verbal Prompts

Short-Term Objective:

Progress Report 1: 11/4/2024

Summary of Progress: Objective met.

Comment: Good job working hard [REDACTED]

Progress Report 2:

Summary of Progress:

Progress Reports

level with 80% accuracy, as measured by therapist's charted observations. Level of support: Independent

Area of Need: Articulation

Baseline: [REDACTED] produces the prevocalic /r/ in all positions of words with 0% accuracy and blends at the word level with 20% accuracy.

Short-Term Objective: By May 2024, when presented with a visual stimulus, [REDACTED] will produce the prevocalic /r/ in all position of words and blends at the word level with 30% accuracy, as measured by therapist's charted observations. Level of support: Independent

Short-Term Objective: By November 2024, when presented with a visual stimulus, [REDACTED] will produce the prevocalic /r/ in all position of words and blends at the word level with 60% accuracy, as measured by therapist's charted observations. Level of support: Independent

Short-Term Objective:

Progress Report 1: 5/21/2024

Summary of Progress: Objective met.

Comment: [REDACTED] is learning correct placement for his articulators. Continue practicing overt he summer!

Progress Report 2: 11/12/2024

Summary of Progress: Objective met.

Comment: [REDACTED] continues to do well with prompts from the therapist. Continue practicing at home!

Progress Report 3:

Summary of Progress:

Comment:

Goal: Annual Review **Date:**

Goal Met ☐ Yes ☐ No

Comments:

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)***

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.

Los distritos deben monitorear y actualizar el Plan Local del Control de Rendición de Cuentas que incluye fondos estatales/federales y podría llegar a incluir otras fuentes de financiamiento. Se consideran los aportes de las familias, estudiantes, maestros y demás personal escolar del distrito, administradores, miembros de la comunidad y unidades de negociación.



Brainstorm and Input

As we plan for the upcoming school year, what should we prioritize to ensure the success of every student?

Ideas y sugerencias:

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.



Meta #1

Dispondremos de maestros debidamente acreditados, administradores y personal de apoyo altamente calificado, empleando los materiales de instrucción adoptados, recursos equitativos y tecnología alineada con los Estándares Estatales de California, en instalaciones seguras, limpias y mantenidas en buenas condiciones con el fin de asegurar que todos los estudiantes tengan acceso a programas educativos y socioemocionales.

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.



Meta #2

Todos los estudiantes demostrarán un progreso para alcanzar los estándares de Artes del Lenguaje (ELA) y Matemáticas, y los estudiantes aprendices del inglés (EL) reflejarán avances en su dominio del idioma inglés al participar en un programa académico que incluya intervención y/o aceleración académica a través de un Sistema de Apoyo Multinivel alineado con los estándares del estado de California.

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.

Meta #3

Todos los estudiantes tendrán acceso equitativo a apoyos socioemocionales y conductuales por medio de la implementación de un Sistema de Apoyo de Multinivel para fomentar la salud social, emocional y conductual de los estudiantes y la participación con sus compañeros, familias, personal y la comunidad, para aumentar el tiempo de instrucción a través de una mejor asistencia y acceso a la instrucción adecuada para su grado.

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.



Meta #4

Todas las escuelas trabajarán de manera conjunta con los socios educativos para apoyar el aprendizaje y el bienestar estudiantil al fomentar una participación significativa en el aprendizaje de los estudiantes, promover la educación universitaria, las carreras profesionales y aumentar las alianzas con la comunidad.



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/590570722>



Nuestra encuesta LCAP en línea consta de 3 simples pasos: **Compartir, Evaluar y Descubrir.**

1. **Compartir** – comparta sus opiniones, preguntas o comentarios de manera **independiente y confidencial** al responder a preguntas abiertas.
2. **Evalúe** – lea las ideas y comentarios que compartió usted y los demás participantes y califique los comentarios al asignarles una valoración con “estrellas” del 0-5 (usted puede calificar todos los comentarios que desee).
1. **Descubra** – aprenda sobre qué le importa a los grupos al explorar las ideas/sugerencias y cómo estos fueron calificados por otros participantes.

¡Por favor, participe y deje que su voz sea escuchada!

Período para contestar la encuesta en línea:
Del 24 de enero, 2025
al 28 de febrero, 2025



Enlace a la encuesta: <https://tejoin.com/scroll/590570722>

Future Edison Special Education/SWD Meeting Dates

Edison SPED meeting dates.

Meetings will be held in person and on Zoom

March 13, 2024 @ 3:00pm

Zoom Link:

<https://omsd.zoom.us/j/93851338635?pwd=c05TaDgvVzRHZnJZNnRhL3dlank1UT09>

Special Education Parent Advisory Committee

Meetings will offer parents an opportunity for input and provide updates regarding Special Education initiatives in OMSD.

March 19, 2024 @ 1pm

Zoom Meeting Link: <https://omsd.zoom.us/j/8934268943>

A word cloud consisting of the word "Questions" repeated many times. The words are in various sizes, colors (black, red, blue, grey), and orientations (horizontal, vertical, diagonal). The largest word is in the center, and smaller words are scattered around it, creating a dense, textured effect.



THANK YOU

A string of nine colorful paper flags is hanging against a dark wooden background. The flags are arranged in two groups: the first group contains five flags spelling 'THANK' and the second group contains three flags spelling 'YOU'. Each flag is held by a small wooden clothespin. The flags are in various colors: red, light blue, yellow, light blue, yellow, light green, yellow, and light green. The letters are written in a simple, hand-drawn style in blue ink.