

G A T E

South Pasadena Unified School District



**Gifted and Talented
Education Program**

2007-2010 Plan

Proposed Budget Plan for 2006-07

Code	Classification	GATE Apportionment Amount	Other Funding Sources Amount	Explanation of Budget Plan (Required)
1000	Certificated Personnel Salaries	\$10,056	\$4,000	District GATE coordinator, Site GATE liaisons, Release time substitutes, Teacher on Special Assignment
2000	Classified Personnel Salaries	N/A		
3000	Employee Benefits	\$1,267		Benefits for personnel listed above
4000	Book and Supplies (including computer software)	\$5,542	\$1553	Support site purchases of supplemental materials for GATE program; District resource library materials; testing materials; district office supplies
5000	Other Services and Other Operating Expenditures	\$19,606	\$ 8000	Travel, Conferences (math CAG,AP), Professional Development, 5site CAG Memberships, AP Summer Institutes
	Subtotal	\$36,471		
6000	Other Capital Outlay (including computer equipment)	NA		
7000	Indirect Costs (maximum of 3%, <u>excludes</u> Capital Outlay)	\$1,110		3%
	TOTAL PROPOSED BUDGET	\$37,581		
	2005-06 Carryover (if any) Describe how carryover will be spent	\$560		Carryover to be used for: Professional Development

School-Based Coordinated Programs

If LEA includes GATE in any site-level School-Based Coordinated Programs (SBCPs), please list the names of the schools and the amount of GATE funds allocated to each site on the lines below. Check here if ALL schools in the LEA receive GATE funds as SBCP participants: ___X___

School	GATE Funds	School	GATE Funds
Arroyo Vista Elementary	1,636	South Pasadena High School	6818
Marengo Elementary	1940		
Monterey Hills Elementary	1182		
South Pasadena Middle School	5930		
		Total GATE site allocations	\$17,506

PROGRAM SERVICE OPTIONS

Please check all the following service options you will use for gifted and talented students in 2006-07.

	Primary	Upper Elementary	Middle School	High School
The law requires that programs for gifted and talented pupils be planned and organized as an integrated differentiated learning experience within the regular school day. You must select one or more of the following:				
Special Day Classes		X		
Part-time Grouping		X	X	X
Cluster Grouping		X	X	X
GATE services may be augmented with other differentiated activities related to the core curriculum. You may augment your program with one or more of the following:				
Acceleration		X	X	X
Independent Study/Mentorships		X	X	X
Pullout				
Advanced Placement/Honors			X	X
Postsecondary Education Opportunity				X
International Baccalaureate				
After School/Saturday Classes		X		

PROGRAM NARRATIVE

Answer the following questions. Each response should not exceed four pages (the Budget section is limited to two pages). Exemplary Standards include and extend Minimum Standards. Refer to the Rubric and be sure all issues are addressed.

1. Program Design

How does your LEA provide a comprehensive continuum of services and program options responsive to the needs, interests and abilities of gifted students and based on philosophical, theoretical, and empirical support? [EC sections 52205(d) and 52206(a)]. *In responding to this question, please address the standards itemized in Section 1 of Recommended Standards for Programs for Gifted and Talented Students, for the case of components that will be addressed in more detail later in your application, please be brief.*

2. Identification

Which of the following categories will your LEA use in identifying gifted and talented students, and what criteria will the LEA use to identify in each category? Describe how your identification procedures are equitable, comprehensive, and ongoing, and how they reflect the LEA's definition of giftedness and its relationship to current state criteria. [EC Section 52202; Title 5, Section 3822]. *In responding to this question, please address the standards itemized in Section 2 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.*

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Intellectual Ability (required) | <input type="checkbox"/> Leadership Ability | <input type="checkbox"/> Creative Ability |
| <input checked="" type="checkbox"/> High Achievement | <input type="checkbox"/> Specific Academic Ability | <input type="checkbox"/> Performing and Visual Arts |
| <input type="checkbox"/> Other (please describe): | | |

3. Curriculum and Instruction

How does your LEA develop differentiated curriculum, instructional models, and strategies that are aligned with and extend state academic content standards and frameworks? How is the differentiated curriculum offered in your LEA related to theories, models, and practices from the recognized literature in the field? Include specific examples that illustrate how this standard is implemented in your LEA. [EC 52206(a) and (b)]. *In responding to this question, please address the standards itemized in Section 3 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.*

4. Social and Emotional Development

How does your LEA establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development? [EC 52212(a)(1)]. *In responding to this question, please address the standards itemized in Section 4 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.*

PROGRAM NARRATIVE (continued)

5. Professional Development

How does your LEA provide professional development opportunities related to gifted education to administrators, teachers and staff to support and improve educational opportunities for gifted students? [EC 52212(a)(1)]. *In responding to this question, please address the standards itemized in Section 5 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.*

6. Parent and Community Involvement

How does your LEA provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of your program for gifted students? [EC 52205(f)]. *In responding to this question, please address the standards itemized in Section 6 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.*

7. Program Assessment (Address one or both areas):

A. Proposed Program Assessment: (All Applications) How does your LEA establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state standards)? How are the results of the data collected, including state standardized tests, used to assess the value and impact of the services provided and to improve both the program and gifted student performance? [EC 52212(a)(1)]. *In responding to this question, please address the standards itemized in Section 7 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.*

B. Program Assessment: (Renewal Applications) LEAs submitting applications for renewal of their GATE authorization are required to submit a program assessment [EC 52212(a)(1)]. The assessment should include an analysis of the data gathered from formal and informal evaluation methods and instruments used to assess the value and impact of the services provided to improve both the program and gifted student performance as indicated in the LEA's previously approved application. *In responding to this section, please address the standards itemized in Section 7 of the Recommended Standards for Programs for Gifted and Talented Students.*

8. Budgets

How do LEA budgets for gifted programs support and provide for all the components of the LEA's GATE program and meet the related standards? [EC 52209 and 52212(a)(1), (2), and (3)]. Please be sure all itemized budget items on page 4 of this application are explained. In addition, you may choose to provide a narrative. Please refer to the California School Accounting Manual for guidance on appropriate accounting and coding of revenues and expenditures. *In responding to this question, please address the standards itemized in Section 8 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.*

ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

By completing and submitting this application, you have assured the California Department of Education that ALL of these are true. (Note: not applicable to LEA-administered programs)

1. The school site plans have been approved by the local governing school board and are available to the public and the Superintendent of Public Instruction. [EC Section 52850]
2. Funds are used to supplement, not supplant. [EC Section 52852.5(c)]
3. The school site council(s) has (have) developed the school site plan(s), which includes..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." [EC Section 52853(a)]
4. The LEA's indirect cost rate is 3 percent or less of gifted and talented education funding.
5. GATE funds are used solely in support of the school site plan. [EC Section 52886(c)]

Note: For a full description of requirements for School-Based Coordinated Programs, see EC Section 52800 et. seq.

ASSURANCES FOR LEA-ADMINISTERED PROGRAMS

By completing and submitting this application, you have assured the California Department of Education that ALL of these are true. (Note: not applicable to School-Based Coordinated Programs)

1. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)]
2. The quality of existing programs for gifted and talented pupils is maintained and/or improved. [Ibid., (d)]
3. Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the LEA prior to the pupil's participation in the program. [Ibid., (f)]
4. The written plan is available for public inspection. [Ibid., (j)]
5. The LEA has, where appropriate, a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the LEA from which the pupil transferred. [Ibid., (j)(3)]
6. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. [Ibid., (1)(9)]
7. The LEA's indirect cost rate is 3 percent or less. (Ibid., Section 3870)
8. For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. [EC Section 52206(c)]
9. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. They may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. [EC 52206(a)]
10. GATE funds are used solely in support of the purposes described in EC Section 52200.
11. Each participating LEA shall maintain auditable records. [EC 52212(b)]
12. Each LEA shall submit a program assessment with each renewal of its GATE authorization. [EC 52212(a)(1)]
13. Each LEA shall designate a GATE manager to coordinate the GATE program in accordance with the law. [EC 52212(a)(3)]

Section 1: Program Design

Districts provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students and based on philosophical, theoretical, and empirical support. **(EC 52205[d] and 52206[a])**

<p>1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.</p>		
<p>Minimum Standards: One year approval</p> <p>a. The South Pasadena Unified School District has developed a GATE plan and program that is designed to serve the educational needs of students with high intellectual ability. Derived from the district philosophy and goals, the program aims to nurture intellectualism, critical thinking, independent study skills, appropriate peer interaction, and self-awareness. To ensure that each participating student is provided with opportunities unique to his/her individualized academic needs, SPUSD GATE will match the level and complexity of the curriculum with the readiness and motivation of the child. Courses are developed based on the content standards-based core curriculum, and each provides gifted students with multiple and appropriate learning opportunities in accordance with the definition of differentiation outlined by the California Association for the Gifted. The dimension of differentiation utilized by SPUSD teachers of GATE students include:</p> <ul style="list-style-type: none"> ➤ Depth ➤ Complexity ➤ Novelty ➤ Acceleration and Pacing <p>The above dimensions of differentiation will allow SPUSD teachers to design, expand, and extend the curriculum beyond the content standards to meet the unique intellectual and social needs and learning styles of GATE students. This will support the GATE student thus creating learning environments most conducive to supporting a confident, motivated, creative, and enthusiast lifelong learner. The program will:</p> <ul style="list-style-type: none"> ➤ Provide customized learning opportunities for high-achieving and underachieving pupils in the district who are identified as gifted, including curriculum compacting, independent study, project based learning, subject matter acceleration, dual enrollment and differentiated instruction with the identified student's specific abilities. ➤ Make special effort to ensure that pupils from economically disadvantaged and varying cultural 	<p>Commendable Standards: Two year approval</p> <p>a. Once approved the district plan will be readily available for parents to review on the district website as well as at all school sites and the Office of Instruction at the District Office.</p> <p>b. All SPUSD schools provide a comprehensive program for GATE identified students. All third grade students and transfer students are offered the opportunity to be tested and admitted into the program. Transfer students, recommended by parents, teachers and/or administrators who have not had the opportunity to qualify for GATE in another district will be assessed.</p> <p>c. The district and site GATE advisory committees representing all stakeholders meet on a regular basis. Each site conducts regular GATE parent advisory committee meetings. At these meetings, district-level information is shared, specific site concerns regarding GATE issues are discussed and opportunity for parent input is provided.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. SPUSD will explore the option to identify the categories of creative ability, leadership, and visual/performing arts.</p>

<p>backgrounds are identified and provided with full access and encouraged to participate in these unique learning opportunities.</p> <ul style="list-style-type: none"> ➤ Provide appropriate on-going training and support for all staff who provide direct services to GATE students. ➤ Include program elements that assist gifted and talented pupils in actualizing healthy self-concepts, and social, ethical and leadership potential sensitivity, responsibility to others, and a commitment to constructive ethical standards. ➤ Provide parents and community with timely, accurate information on each school's and the district's GATE program; opportunities and resources for learning more about GATE issues; the opportunity and encouragement to become involved in program planning and evaluation. ➤ Include elements that assist gifted and talented pupils in developing self-generating problem-solving abilities and expand awareness of choices for making satisfying contributions in his or her environment. ➤ Continually improve the quality of the existing program for gifted and talented pupils. <p>b. The plan is a collaboration between teachers, administrators, and parents through the DGAC and approved by the SPUSD school board.</p> <p>c. The plan aligns with available resources of the schools, staff, parents, and community.</p> <ul style="list-style-type: none"> ➤ A GATE site liaison (principal or teacher) at each school facilitates the site program and acts as a link to the district office. Site liaisons are trained in all aspects of serving a gifted student in the GATE program. ➤ GATE funding is used to provide professional development for teachers, materials, field trips, competitions, etc. ➤ Community resources, such as local CAG presenters, college and university programs, businesses involved with community service programs, and parents who contribute time and expertise to the program are all incorporated into the program plan. ➤ GATE students have access to all the resources available to the general student population. In 		
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<p>addition, GATE funding is used to provide supplemental resources to meet the unique needs of identified GATE students. (see budget)</p> <p>d. A District GATE Advisory Committee (DGAC) consisting of parents, site GATE liaisons (teachers), and other district and site administrators, holds open meetings to discuss all aspects of the program.</p>		
<p>1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.</p>		
<p>Minimum Standards: One year approval Administrative groupings and structures appropriate</p> <p>a. Elementary students identified as GATE are placed in special –day or clustered programs in the 4th and 5th grade. Upon entering Middle School students may receive an accelerated and extended standards-based curriculum that is differentiated in the Honors English Language Arts and advanced math levels. Enrollment in the Middle School advanced courses is based on placement tests, student performance, elementary teacher recommendation and consideration of the student’s GATE identification. At the High School, GATE students have access to and are served in the Honors and Advanced Placement courses. High School students identified as GATE and who meet the entrance requirements (which may include teacher recommendation, grade point averages, grades in specific subject areas pre-assessments, and student performance) may enroll in both the Honors and Advanced Placement Courses. Advanced Placement courses are continually being added to the schedule to provide greater access to a variety of subject areas. Through the counseling program, GATE students’ progress and needs are monitored each year.</p> <p>b. GATE services are provided as an integral part of the school day through differentiated, accelerated, and advanced courses. Students in MS and HS math may be accelerated by one or two levels. Students also have the opportunity to take Spanish I in eighth grade. Students at the high school level have the opportunity to take college classes. After school enrichment courses are available at some sites. The South Pasadena Educational Foundation also provides after school and summer school enrichment classes to provide students an opportunity to pursue interests.</p> <p>c. SPUSD program design provides for continuous progress through careful design of the program, teacher interaction and evaluation of individual progress, and consistent opportunity for the students. Intellectual peer interaction is a natural outcome of</p>	<p>Commendable Standards: Two year approval</p> <p>a. A range of administrative grouping options and structures is available: Elementary: special day class, cluster grouping, after school enrichment classes, academic competition teams and field trips. Middle School: Advanced core classes, a wide variety of electives, and academic competitions. High School: Advanced, honors, and AP classes; wide variety of electives; concurrent college enrollment; independent study projects; AVID; Accelerated College Entrance (ACE); before and after school enrichment programs and activities; field trips; early entrance to college.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. A balance between cognitive/affective learning is provided through: flexible groupings; character education; support programs (e.g. AVID); counseling; cooperative and collaborative learning experiences.</p>

<p>the design of the program.</p> <p>d. Flexible grouping practices are used by teachers to differentiate and accelerate instruction at all grade levels, even though formal GATE identification begins in grade three.</p> <p>e. Children in grades kindergarten through grade two who are yet not formally identified are served in their regular classrooms through accelerated curriculum and flexible groupings.</p>		
<p>1:3 The program is articulated with the general education programs.</p>		
<p>Minimum Standards: One year approval</p> <p>a. Gifted students receive appropriate differentiated and accelerated instruction through-out the school day. Continuity and congruity is provided through district-wide standards-based instruction. GATE students are expected to meet and exceed state standards. District-adopted curriculum in the core subject areas contains strong universal access components, including rigorous, high level and engaging components for advanced students. District training in differentiated instruction aids teachers in analyzing and selecting challenge activities appropriate for use with gifted students. State mandated blocks of time allocated to language arts and math instruction also allow for continuous differentiated instruction and flexible groupings.</p> <p>b. The Assistant Superintendent of Instruction is designated as the district GATE coordinator.</p> <p>c. The GATE program has a strong home and school connection. In the lower grades, many parents volunteer in the classrooms. Classroom communication occurs frequently. Site GATE committees and the District Advisory Committee also provide a home/school connection.</p>	<p>Commendable Standards: Two year approval</p> <p>a. At each GATE District Advisory Committee Meeting, individual sites share their yearly plans. This provides time to discuss the continuum of key components of the GATE program offered throughout the district including: communication, budgets, identification, parent involvement, curriculum and instruction, local, state and nationwide opportunities for teachers and students. District provides opportunities and encourages teachers to collaborate with one another at grade level, school wide and across all school sites.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. See commendable “a”</p> <p>b. School psychologists are available to all sites. Counseling is available at all secondary and elementary sites. The district GATE coordinator (the Assistant Superintendent of Instruction) and/or the GATE Site Liaison (principal or teacher) are available for Student Success Team (SST) meetings for GATE students at all sites.</p>

Improvement Goals: Program Design, 2007-2010

1. Work with the Assistant Superintendent for Instructional Services, site administrators and staff to improve and expand the district Advanced Placement (AP) and Honors program, extra curricular programs and dual enrollment (for example High School students taking college classes).
2. Explore additional program design components to provide extra support to EL GATE students as well as students with other known factors that impact achievement.
3. Explore additional program design components to provide extra support to Twice Exceptional GATE students as well as students with other known factors that impact achievement.
4. Explore the option to identify the categories of creative ability, leadership, and visual/performing arts.
5. Consider formal GATE identification for students in grades K-3.

Section 2: Identification

The district's identification procedures are equitable, comprehensive, and ongoing. They reflect the district's definition of giftedness and its relationship to current state criteria. **(EC 52202: Title 5 Regulations, Section 3822)**

2:1 The nomination/referral process is ongoing and includes students K-12.		
<p>Minimum Standards: One year approval</p> <p>a. SPUSD's formal process for identifying students is conducted in the students' third grade year. All students enrolled in SPUSD in the third grade have the opportunity to be tested. Parents receive notification of the evaluation process and timeline. An annual parent meeting is held prior to assessing students. The meeting is open to any parent interested in GATE identification. At that meeting, parents are provided with information regarding the program design of the GATE program, information on the criteria for identification, and information regarding characteristics of GATE students in both the academic and social/emotional arenas. Students new to SPUSD may be assessed if requested by the student's parent(s), teacher, or principal.</p> <p>b. To ensure equal access to the program, multiple measures are used to assess potential GATE students. Special consideration is also given to students with: English Language acquisition, economically disadvantaged, culturally different backgrounds, interrupted schooling, and learning and/or medical disabilities.</p> <p>c. All students are given the opportunity for testing. Students who are not assessed, but demonstrate GATE characteristics are nominated by the teacher to be assessed.</p> <p>d. Students may be nominated for identification more than once, but can not be tested two years in a row.</p> <p>e. Every year prior to testing, all staff is informed regarding the nomination process and testing process. Information is provided regarding the characteristics of GATE learners, district criteria and district identification forms.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The Office of Instruction offers information regarding District identification for administrators, teachers, and support personnel. Letters explaining the process are sent home to parents as well as a district brochure describing the GATE program.</p> <p>b. A file is established on each student assessed and is kept in the Office of Instruction. Information from the file is also entered into Aeries database.</p>	<p>Exemplary Standards: Three year approval</p>

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

Minimum Standards: One year approval

- a. Completed assessments are reviewed for final eligibility by site principals and the Assistant Superintendent of Instruction.
- b. A District point system, based on multiple measures, is used to identify students for the GATE program. Students are assessed using the Otis-Lennon School Ability Test, the Naglieri Non-Verbal Ability Test, the results of the California Standards Tests in math and ELA, surveys from teachers and parent(s) regarding the student's individual characteristics. Special consideration is also given to students with: English Language acquisition, economically disadvantaged, culturally different backgrounds, interrupted schooling, and learning and/or medical disabilities.

Principals and certificated personnel complete individual worksheets for each student to determine eligibility. A minimum of 13 points is required to qualify. A student whose score is 99% or higher on either the Otis-Lennon or the NNAT will receive the necessary 13 points to qualify. Those scoring lower will receive a lesser number of points. Students scoring below 96% receive no points. If a student does not receive the full 13 points but still receives 8-11 points for either the Otis-Lennon or the NNAT, up to 3 points may be given for scoring Advanced Proficient on the California Standards Test in math and ELA. In addition, points may be assigned for special consideration, teacher survey, and parent survey results. Private assessments are rarely accepted as part of the district's identification process.
- c. Once testing is completed, parents are notified if their student has or has not met the established criteria to be designated as a GATE student; parents are then asked to sign a permission form for participation in the program. A copy of the Pupil Identification Worksheet is also included so that parent(s) are kept informed of the criteria and the

Commendable Standards: Two year approval

- a. The range of assessment tools described in the minimum standards, 2:2 b., was selected to ensure equal access to GATE services for all students in the district and to reflect the district's population.
- b. The criteria for consideration for GATE is reviewed and revised as needed by teachers and site administration based on current research.

Exemplary Standards: Three year approval

- a. Teachers meet in grade level teams to review results to determine GATE eligibility.
- b. The diversity of the district's population and that of the GATE identified population are continually evaluated to ensure equal representation. Analysis of the demographics of the GATE population is done following each evaluation period. Improvements to the criteria and process, including those mentioned above and those outlined at the end of this section, will continue until the diversity of the GATE population matches the diversity of the district population. Offering testing to all third grade students has resulted in a GATE population that is increasingly reflective of the diversity of the district's population as a whole. (See chart on identification in the Program Assessment section of this application).

<p>number of points that their child received. Parents are invited to contact the site principal with any questions regarding the results of the evaluation. Teachers, counselors, administrators, and/or parents may appeal the identification through a Student Success Team meeting. The site administrator makes the final decision regarding identification and/or placement.</p> <p>d. All transfer students are assessed for inclusion in the GATE program in a timely manner.</p>		
<p>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</p>		
<p>Minimum Standards: One year approval</p> <p>a. After each evaluation period a meeting is held at each elementary site to provide information regarding the site program. Signed parent permission forms for participation are on file at the site. Information on participation options is also included in a parent brochure. The district website includes GATE program information as well.</p> <p>b. For identified GATE students transferring out of the district, upon parent request, the district provides identification to be taken to the new school or district.</p> <p>c. Once a student is identified by SPUSD criteria that student remains GATE identified. Services vary from year to year dependent upon student needs.</p>	<p>Commendable Standards: Two year approval</p> <p>a. Parent conferences, and the SST process, which includes parents and can include students, are used to plan interventions for students when a teacher, administrator, or parent feels the student should be withdrawn from the GATE program. Intervention strategies are planned and implemented by teachers, parents, and support personnel.</p>	<p>Exemplary Standards: Three year approval</p>

Improvement Goals: Identification 2007- 2010

1. Formalize the teacher training in terms of GATE characteristics, identification and the District GATE program.
2. Continually improve District GATE website and communication regarding identification process.
3. Review identification procedures of our Hispanic and socio-economically disadvantaged students to ensure all qualified students have an opportunity to be assessed.
4. The District GATE identification process will be reviewed in the summer of 2007 and before changes are finalized, will be presented to the District Advisory Committee.

Section 3. Curriculum and Instruction

How does your LEA develop differentiated curriculum, instructional models, and strategies that are aligned with and extend state academic content standards and frameworks? How is the differentiated curriculum offered in your LEA related to theories, models, and practices from the recognized literature in the field? Include specific examples that illustrate how this standard is implemented in your LEA (**EC 52206[a and b]**). In responding to this question, please address the standards itemized in Section 3 of *Recommended Standards for Programs for Gifted and Talented Students*, indicating the form they take in your LEA.

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
<p>Minimum Standards: One year approval</p> <p>a. The SPUSD GATE program is aligned with the California State standards but is augmented with differentiated activities to address the unique characteristics and needs of the gifted student.</p> <p>b. The dimensions of differentiation allow SPUSD teachers to design and extend the curriculum to enable students to become confident, creative, committed lifelong learners.</p> <p>c. These dimensions require teachers who have GATE students to design curriculum that meets this range of styles and supports each student's individual abilities.</p> <p>d. The dimension of differentiation utilized by SPUSD teachers of GATE students include:</p> <ul style="list-style-type: none"> ➤ Depth: The concept of challenging learners by encouraging them to venture further, deeper, and more elaborately into the area under study. This includes examination of details, trends, patterns, ethical issues, and rules. It also involves using the language of the discipline under study, investigating questions, and developing generalizations about the content areas being studied. ➤ Complexity: The extension of the core curriculum through interdisciplinary study of themes, issues, or problems that span curricular areas. Students are asked to look for relationships over time, discover numerous solutions to problems, and view issues from multiple perspectives. ➤ Novelty: Students constructing knowledge and gaining personal 	<p>Commendable Standards: Two year approval</p> <p>a. Curriculum compacting is used at all levels to reduce redundancy and improve student motivation. At the middle and high school levels Honors and AP classes utilize compacting for all students.</p> <p>b. The differentiated curriculum is aligned in each subject area:</p> <ul style="list-style-type: none"> ➤ Math: Basic concepts with opportunities for individual students to accelerate or to pursue topics in depth. Problem-solving strategies are developed through a variety of activities and learning materials. ➤ Language Arts: Through critical thinking, text analysis and inquiry, students discuss selected literature. Participation in listening activities, research projects, oral presentations, and class discussions. Opportunities to learn and practice the writing process stages and to select topics from a variety of genres. ➤ Science and History/Social Studies: Students participate with a variety of hands-on experiences, simulations, and field trips. Use of technology including, the Internet, multimedia, and a variety of computer programs enhance 	<p>Exemplary Standards: Three year approval</p> <p>a. A comprehensive K-12 scope and sequence for GATE students is currently being developed and will be completed in the 2007-08 school year.</p>

<p>understanding of the content standards. Students are encouraged to develop individualized investigations, seek original interpretations of existing information, and demonstrate mastery in traditional, as well as non-traditional ways.</p> <p>➤ Acceleration and Pacing: Altering the pace or speed of learning in order to provide deeper challenges and more sophisticated resources for gifted students. The use of multiple resources and studying with the attributes of a scholar are taught and encouraged. Subject matter acceleration, dual enrollment, early high school, college enrollment etc. are options for GATE students.</p> <p>Character education is provided at the elementary school sites. Community service and service activities are provided for high school students. A district goal is to develop a K-12 comprehensive counseling program in 07-08. The needs of all students (including GATE) will be addressed within this program.</p>	<p>student work. Middle School and Elementary will students receive a new science textbook adoption in the fall of 2007 to provide a more challenging science curriculum.</p> <p>➤ Fine Arts: Drama, vocal music/ music appreciation, dance, art history, band, orchestra, graphic design, wood working, photography, and art production are encouraged throughout the curriculum.</p> <p>➤ Personal Growth: Students share in the responsibility for setting personal goals, evaluating their academic progress as well as their personal growth. School staff continuously works with students so that the student gains an understanding that social, emotional, and academic growth are equally valued for a balanced school experience.</p> <p>c. Differentiation reflects the learning theories of Sandra Kaplan, Joseph Renzuli, and Carol Tomlinson.</p>	
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3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

<p>Minimum Standards: One year approval</p> <p>a. At the elementary level differentiated instruction is provided through cluster grouping and special day classes. K-3 teachers provide a differentiated curriculum in various ways to meet the needs of their non-identified GATE students.</p> <p>b. See Minimum Standard 3.1 c (above)</p> <p>c. Differentiated curriculum is provided through district-adopted resources and advanced level and supplemental resources chosen by teachers to</p>	<p>Commendable Standards: Two year approval</p> <p>a. The differentiated curriculum is based on state standards and frameworks. As teachers design their units of study, they consider the assessed needs of their advanced learners by adding the above mentioned in above Commendable Standards b.</p> <p>b. A variety of teaching and learning methods are used with GATE students in</p>	<p>Exemplary Standards: Three year approval</p> <p>a. Most GATE teachers plan differentiated curriculum for gifted learners. This is consistent at the elementary level. The use of differentiated curriculum has increased over the past three years at the middle school level as a result increased professional development in the past two years. An expected outcome of continued district professional development is that</p>
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<p>specifically meet the needs of GATE students. A variety of programs and activities are offered to students to allow students to also pursue individual interests such as Math Field Day, Great Books, elementary music, drama, visual arts, and band, High School Virtual Business, Middle School and High School leadership classes, to name a few.</p>	<p>order to accommodate varying abilities and learning styles, and to make learning meaningful and effective. Students work independently, in pairs, in small groups, and in homo and heterogeneous grouping. A variety of strategies are used such as teacher directed lesson, Socratic seminar, collaborative investigations, and independent study.</p> <p>c. See Minimum c. An extensive range of resources are available to augment differentiated curriculum and to supplement independent study opportunities through GATE funding and PTA Wish Night funding.</p>	<p>teachers throughout the district will consistently and comprehensively plan differentiated instruction for gifted learners. Classroom observations by administrators, site plans, and DAGC discussions will reflect whether this outcome is being achieved. These assessments will be used to determine whether further program changes are necessary to better achieve planning and implementation of differentiated instruction.</p>
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Improvement Goals: Curriculum and Instruction 2007-2010

1. Dedicate a portion of District GATE Advisory committee (DGAC) meetings to discussion/demonstration/development of activities/lesson plans which incorporate effective differentiated instructional strategies.
2. Continue to articulate and share advanced level work within and across grade levels.
3. Formalize a curriculum continuum including grades K-12 utilizing backwards mapping.
4. GATE students' needs will be addressed in developing a district-wide K-12 comprehensive counseling program for all district students.

Section 4: Social and Emotional Development

How does your LEA establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development? **EC 52212[a][1]** In responding to this question, please address the standards itemized in Section 4 *Recommended Standards for Programs for Gifted and Talented Students*, indicating the form they take in your LEA.

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p>Minimum Standards: One year approval</p> <p>a. Teachers, parents, administrators, and counselors are provided with information on characteristics of gifted students and their related social and emotional needs. Training opportunities are also available.</p> <p>b. Gifted students at the high school level are provided many opportunities of career and college options and guidance through the school counseling programs and staffed career centers. Counselors and career center staff guide students in the use of resources, including current career exploration software. High school counselors provide information on scholarships and financial assistance for college, as well as on admission requirements and deadlines. Mentoring and pre-college opportunities are available for secondary students through programs such as AVID (Advancement Via Individual Determination), Academic Talent Search, Advanced Placement, and concurrent college enrollment. Elementary and middle school students are provided information about summer college awareness activities and enrichment programs.</p> <p>Techniques such as student surveys, journals, one-on-one conferences, and carefully selected small group projects provide opportunities for self reflection and progressive improvement to promote social and emotional growth.</p>	<p>Commendable Standards: Two year approval</p> <p>a. All teachers of GATE students receive on going education and are knowledgeable of the social/emotional needs of students.</p> <p>b. One identified goal is to provide continuous training for all elementary and secondary teachers in the social/emotional needs of the gifted child.</p> <p>c. Counselors have been trained in the social/emotional needs of gifted students, and will continue to receive training.</p> <p>d. A list of community resources regarding social/emotional needs is available for parents upon request.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. All support personnel are invited to participate in workshops offered by the district on the social/emotional needs of the gifted. The Student Success Team process is also used to address social/emotional as well as academic concerns regarding gifted students. Follow-up is part of the SST process. The team structure allows teachers to become familiar with individual students and to address, as a team, their social/emotional needs on an ongoing basis. Teachers and guidance personnel use the Student Success Team process for at-risk gifted students. The SST team plans intervention options which can take place at school (such as an individual learning plan, curriculum modifications, peer counseling, counseling, AVID), at home (having parents work with students to monitor and discuss school work and relationships with student and teacher), or in the community (e.g., student provided with opportunity to participate in community service or other activities).</p> <p>b. Low performing or at-risk GATE students are monitored carefully through the counseling departments.</p> <p>c. Counselors offer a variety of strategies to at-risk students, and regularly meet to monitor progress.</p>

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Minimum Standards: One year approval

- a. Teachers, parents, administrators, and counselors are provided with information on characteristics of gifted students and their related social and emotional needs. Training opportunities are also available. Those trainings include recognition of at-risk behaviors and when and how to refer students to appropriate school personnel.
- b. Counselors and administrators have created an extensive notebook of appropriate referral lists for external agencies.
- c. Close monitoring of at-risk GATE students is provided to ensure students are supported. Students are not dropped from the GATE program due to related problems.
- d. GATE students exhibiting at-risk behaviors are referred for a Student Success Team meeting. Parents are involved in creating an action plan to help students be successful.

Commendable Standards: Two year approval

- a. The District Student Success Team meetings provide the opportunity for teachers, guidance personnel and parents to work collaboratively to provide at-risk intervention strategies for GATE students

Exemplary Standards: Three year approval

- a. Action plans created during the SST meeting involve responsibilities for the school staff, parents and student therefore providing the development of an intervention plan for the student.

Improvement Goals: Social/Emotional Development, 2007-2010

1. Continue to increase dissemination of information about the social/emotional needs of gifted students.
2. Investigate new programs to assist teachers and parents in addressing the social/emotional needs of GATE students. Help student set reasonable goals based upon ability, interest and personality.
3. Provide services for our students based on results of above investigation.
4. Ensure that each school counselor, administrator and teacher are well aware of gifted students potential for intensity and over excitabilities as defined by Dabrowski's theory of emotional development.
5. Explore and implement a middle/high school student survey.

Section 5: Professional Development

How does your LEA provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students? **(EC 52212[a][1])** In responding to this question, please address the standards itemized on Section 5 of *Recommended Standards for Programs for Gifted and Talented Students*, indicating the form they take in your LEA.

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<p>Minimum Standards: One year approval</p> <p>a. The professional development needs are determined by the Single School Plan for Student Achievement developed by each individual school site. In addition the District Strategic Plan guides research based professional development models and topics. Professional development will be evaluated to determine effectiveness. Results will be used to make improvements for future planning. Teachers in the GATE programs attend the California Association for the Gifted conference and weeklong summer training programs. Teachers at the high school level continue to receive training in Advance Placement subjects and must submit course curriculum to the College Board. Many of the high school teachers who work with the GATE students through AP classes are part of the national teams who develop the AP content curriculum and read and score AP assessments.</p> <p>b. Written evaluations are collected for all GATE professional development that is offered in the district. Discussions with participants and classroom observations are also used to assess the effectiveness of training. Results are analyzed and used to improve future training. Student work is shared and discussed at in-service trainings, and goals are established based on observations.</p> <p>c. Trainers selected to conduct in-service have knowledge and expertise in GATE education. Knowledgeable outside consultants are also brought in to conduct district in-service training. (Recent presenters have included Betsy Stork of Institute for Educational Advancement Teachers and Administrators). Teachers are offered the opportunity to attend outside training, such as that offered by the California Association for the Gifted (CAG), the National Association for Gifted Children (NAGC),</p>	<p>Commendable Standards: Two year approval</p> <p>a. Professional growth in gifted education has been encouraged by the Assistant Superintendent of Instruction through working with site liaisons on the District GATE Advisory Committee (DGAC), through district workshops, through provision of funding for outside training opportunities, and through distribution of information to the district Beginning Teacher Support Providers group.</p> <p>b. The district has documentation regarding the certification and on-going training of all teachers servicing GATE students.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. Teacher reflection, classroom observations and workshop evaluations are used in formulating the district GATE Professional Development Plan. Training opportunities are offered for different levels of teacher competency in several ways:</p> <ul style="list-style-type: none"> ➤ Pre-assessment of teacher competencies is built into workshops; instruction is differentiated within the workshop to meet varying teacher needs. ➤ The district Assistant Superintendent of Instruction invites specific teachers to participate in GATE-sponsored training based on his/her knowledge of levels of competency. <p>b. DVDs of professional trainings are created and are available to parents and teachers at each site.</p>

<p>Supporting the Emotional Needs for the Gifted (SENG), and others. Trainers include such regionally and nationally recognized experts as Nancy Craig, Sandra Kaplan, Sally Reiss, Maureen Neihart, James Webb, Carol Ann Tomlinson, Rick Olenchak, Barbara Clark, and many others.</p> <p>Instructors of GATE students will be district certified by the school year (2009/2010) and recertified every three to four years.</p>		
<p>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p>		
<p>Minimum Standards: One year approval</p> <p>a. All teachers are ensured opportunities to continue to gain or continue knowledge and experience in teaching gifted students through district in-service and outside training opportunities. GATE funding supports such training. Many of our teachers working with our GATE students have numerous years of experience teaching in the gifted program.</p> <p>b. The District GATE coordinator is the Assistant Superintendent of Instruction. Currently a Teacher on Special Assignment assists the Assistant Superintendent in program facilitation.</p> <p>c. Site and district administrators are invited to all district GATE training opportunities and many have participated. Counselors and support staff are also targeted for aspects of GATE training that relate specifically to their roles and responsibilities in the GATE program, such as the social/emotional needs of GATE students.</p> <p>d. Through memos, DGAC announcements, flyers, emails, personal contact and phone calls, the Assistant Superintendent of Instruction encourages administrators, counselors, and support staff to participate with teachers in the ongoing professional development program related to gifted students. The GATE budget includes allocations for staff development that can be used by teachers, administrators, and support staff.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The Assistant Superintendent of Instruction along with the Assistant Superintendent of Personnel promote the concept of teacher mentoring to provide staff development. Outside experts are called upon for advice. The district BTSA and PAR programs provide additional support to staff.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. Currently, many of our teachers are GATE certified through other districts or CAG.</p> <p>b. See 5.2b.</p> <p>c. Grade level and department meetings serve as a time for teachers to share the application and strategies learned in conferences, workshops, and professional development.</p> <p>d. The site administrator identifies personnel to teach in the GATE program and those expert teachers serve as support for other site personnel.</p>

Improvement Goals: Professional Development 2007-10

1. Increase teacher-to-teacher training in differentiated instruction.
2. Explore the feasibility of a partnership with surrounding districts with similar size to create or implement a GATE certification course.
3. Develop guidelines for the district certification process.
4. Align professional development with GATE plan and create an evaluation to determine its effectiveness.
5. Provide more on-going professional development for teachers and parents.

Section 6: Parent & Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students.

(EC 52205[2][f])

6:1 Open communication with parents and the community is maintained.		
<p>Minimum Standards: One year approval</p> <p>a. A District meeting is held annually to inform parents of the district’s criteria and procedures for identifying gifted and talented students. Third grade parents are strongly encouraged to attend this meeting prior to GATE testing. Translations are provided. Other school and District parent nights and also offered to educate and inform parents.</p> <p>b. The district’s state application is available to members of the DGAC for discussion and input.</p> <p>c. Parents are members of the site and district GATE Advisory Committees.</p>	<p>Commendable Standards: Two year approval</p> <p>a. Each school provides parents of students identified as gifted and talented with an annual orientation, and regular updates regarding the program. Updates include:</p> <ul style="list-style-type: none"> ➤ Newsletters (classroom or school wide) ➤ Parent Conferences ➤ GATE Advisory Meetings ➤ School Site Council ➤ School or District websites <p>b. The products and achievements of gifted students are shared with parents in a variety of ways:</p> <ul style="list-style-type: none"> ➤ Parent Conferences and/or Student-led Conferences ➤ Open House ➤ Weekly Newsletters ➤ SPUSD School Board Meetings ➤ Assemblies ➤ Local Newspaper(s) ➤ School Bulletin ➤ School or District websites 	<p>Exemplary Standards: Three year approval</p> <p>a. Members of the site and district Advisory Committees suggest additions or changes to the GATE application. Committees will also have the opportunity to discuss concerns and issues regarding the program.</p> <p>b. South Pasadena has excellent professional resources within the community in a variety of fields such as: the arts, science, mathematics, writing, etc. Many of these parents and community members contribute to the program through:</p> <ul style="list-style-type: none"> ➤ Mentoring ➤ Guest Speakers ➤ Classroom Presentations ➤ Facilitating with outside competitions ➤ South Pasadena Educational Foundation after school enrichment courses ➤ Field Trips
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
<p>Minimum Standards: One year approval</p> <p>a. The purpose of the DGAC is to provide support for the site and district GATE programs. Tasks include:</p> <ul style="list-style-type: none"> ➤ Review Gate Budget and district GATE plan ➤ Discuss and review yearly surveys ➤ Suggest input for future agendas 	<p>Commendable Standards: Two year approval</p> <p>a. A parent member of DGAC co-signs the state application.</p> <p>b. Parents representing all school sites participate in the GATE advisory committee.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. Participation by parents of special needs students is encouraged through personal contact by the site liaisons and Assistant Superintendent. Parents of special needs students currently are</p>

<ul style="list-style-type: none"> ➤ Receive updates of district GATE programs ➤ Celebrate student achievement ➤ Share concerns with the DGAC <p>b. Parents, teachers, and administrators representing all school sites serve on the DGAC. The committee meets 3-5 times a year. Meetings are well publicized through newsletters and web sites and all parents are invited to attend. Minutes are recorded and distributed.</p> <p>c. The Assistant Superintendent collaborates with GATE Advisory Committee to suggest topics and/or speakers for parent education workshops.</p> <p>d. All parents are welcome to attend the GATE Advisory Committee meetings (Site and District). Efforts are made to reflect the demographics of the student population.</p>	<p>c. Information on current research/literature in gifted education is shared through:</p> <ul style="list-style-type: none"> ➤ Links on the district or school web site ➤ Guest speaker presentations on current GATE research and literature. <p>d. See minimum standard b.</p> <p>e. See minimum standard b.</p>	<p>represented on the District GATE Advisory Committee.</p>
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Improvement Goals: Parent and Community Involvement

1. Continue to build parent and community trust by providing information, clear communication and forums for parent participation.
2. Provide translation of essential program information in other languages as needed.
3. Increase participation of parents and community members to reflect the diversity of our GATE population.
4. Continue site and district Advisory GATE Committees.

Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. **(EC 52212[a][1])** In responding to this question, please address the standards itemized in Section 7 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
<p>Minimum Standards: One year approval</p> <p>a. All program components described in the State's <i>Recommended Standards for Programs for Gifted and Talented Students</i> are reviewed by the district program coordinator (Assistant Superintendent of Instruction), site liaisons, and other administrators knowledgeable about gifted learners. Some of the assessment tools and procedures used are:</p> <ul style="list-style-type: none"> ➤ District GATE Advisory Committee discussions ➤ Classroom observations ➤ Questionnaires/Surveys ➤ Analysis of disaggregated test scores provided by district assessment personnel ➤ Anecdotal records ➤ Interviews <p>b. Program assessment is related to the California <i>Recommended Standards for Gifted and Talented Students</i>. Instruments used to gather data include national and district assessments, surveys, observations, interviews, and district database queries.</p> <ul style="list-style-type: none"> ➤ School Site Councils use the data to look at effectiveness of the program. Information is used to update Single School Plans for Student Achievement <p>c. Multiple, traditional, and non-traditional strategies used to assess student performance include:</p> <ul style="list-style-type: none"> ➤ Disaggregated test data provided by district assessment personnel ➤ District benchmark assessments ➤ Rubrics 	<p>Commendable Standards: Two year approval</p> <p>a. The district GATE coordinator (Assistant Superintendent of Instruction) has experience and expertise in gifted education program evaluation, including experience in the CPM process. The Assistant Superintendent seeks guidance and information, when needed, from the Department of Education and from experts affiliated with the California Association for the Gifted (CAG).</p> <p>b. Performance expectations at each grade level are clearly described on the grades 1-5 progress reports. Expectations are aligned with state standards. GATE student expectations, as delineated in site GATE plans, are to "meet or exceed" state grade level standards. Performance outcomes are reported on the district standards-based report cards. Students who exceed grade level standards receive a "4" at the top level.</p> <p>c. Criteria for levels of performance or rubrics are used as part of the assessment process.</p> <p>d. Assessment strategies that parallel instruction include:</p> <ul style="list-style-type: none"> ➤ Student inquiry (independent study, group/individual projects, research) ➤ Peer review ➤ Student reflection on learning: learning logs, journals, 	<p>Exemplary Standards: Three year approval</p> <p>a. Performance expectations at each grade level are based on the state content standards. Student performance objectives are outlined in secondary course descriptions. End of course exams for middle school and secondary math courses are used as criteria for levels of performance.</p> <p>b. Assessment of GATE services presented to the Board include both strengths and weaknesses of the program. Goals for program improvement, included with this application, have been developed using program assessment data, and they will guide the district's improvements over time. After goals and objectives are developed and prioritized by teachers, administrators and with input from the DCAG, these goals are assessed for progress and the goals and objectives are updated annually.</p> <p>c. District categorical funds are used to support a Teacher on Special Assignment. Responsibilities of the Teacher on Special Assignment include conducting formative and summative program assessment on a regular basis. Financial office personnel also provide data for program budget assessment.</p>

<ul style="list-style-type: none"> ➤ Surveys (parent, administrator, teacher, student) ➤ District standards-based report cards ➤ Interviews (student, teacher, parent) ➤ Classroom observations ➤ Student portfolios ➤ Monitoring achievement of Individual Learning Plan goals. 	<ul style="list-style-type: none"> interviews, surveys ➤ Student portfolios ➤ Standardized Tests ➤ Student presentations ➤ Curriculum-embedded assessments ➤ Art work ➤ Student led conferences <p>e. Presentations (which include assessment data) are made to update and inform the School Board on program plans and progress. The Board approves the district GATE plan. Reports to the School Board are available to all stakeholders of the program.</p> <p>f. District funds are allocated for the GATE program by the Assistant Superintendent of Instruction to conduct ongoing program assessment.</p>	
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Improvement Goals: Program Assessment 2007 - 2010

1. Continue to evaluate and improve the process for using student achievement data to drive program improvements at all schools.
2. Analyze the achievement of students who entered the program who are at-risk and explore new, focused program improvements that may positively impact the achievement of these students.

Section 7B: Program Assessment

B. Program Assessment Renewal Application) LEAs submitting applications for renewal of their GATE authorization are required to submit a program assessment [EC 52212(a)(1)]. The assessment should include an analysis of the data gathered from formal and informal evaluation methods and instruments used to assess the value in the LEAs previously approved application. In responding to this section, please address the standards itemized in Section 7 of the *Recommended Standards for Programs for Gifted and Talented Students.*

The narrative in Part A above addresses how our LEA meets the *Recommended Standards for Programs of Gifted and Talented Students* in the area of Program Assessment. The following data and analysis are attached as evidence of assessment and program evaluation. All of these instruments were used to guide the formulation of the narrative descriptions and improvement goals in this application.

(See Attachment)

Section 8: Budgets

How do LEA budgets for gifted programs support and provide for all the components of the LEAs GATE program and meet the related standards? [EC 52209 and 52212(a)(1), (2), and (3)]. Please be sure all itemized budget items on page 4 of this application are explained. In addition, you may choose to provide a narrative. Please refer to the California School Accounting Manual for guidance on appropriate accounting and coding of revenues and expenditures. In responding to this question, please address the standards itemized in Section 8 of *Recommended Standards for Gifted Programs for Gifted and Talented Students*, indicating the form they take in your LEA.

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p>Minimum Standards: One year approval</p> <p>a. GATE funds and/or other funding sources are used for:</p> <ul style="list-style-type: none"> ➤ Professional Development (GATE certification, conferences, workshops, consultants, speakers and teacher collaboration time) ➤ Direct student services (instructional materials, supplies, teacher extra duty salaries, GATE site liaisons) ➤ Direct level coordination (District Teacher on Special Assignment and clerical support staff) ➤ GATE student identification <p>A portion of the District GATE budget is allocated to school sites. Each site submits a plan for use of its allotted GATE funds annually. The District budget includes these allotments as well as expenditures at the district office level.</p> <p>b. Expenditures supplement, and do not supplant, district funds spent on GATE students. Appropriate use of funds is closely monitored by the Assistant Superintendent of Instruction by reviewing purchase orders and monthly budget reports. Site liaisons and site administrators are informed by the Assistant Superintendent of Instruction on appropriate use of GATE funds.</p> <p>c. GATE and other categorical funds are allocated for the Teacher on Special Assignment. The GATE budget includes stipends for some GATE site liaisons.</p> <p>d. Site and district coordinators oversee appropriate use of funds and encourage the use of funds for</p>	<p>Commendable Standards: Two year approval</p> <p>a. See Minimum "c". The scope of the duties and responsibilities of the Teacher on Special Assignment and the Assistant Superintendent of Instruction are described in a position description by the District and reflect the scope and complexities of the District's size and GATE plan.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. The District encourages sites to make categorical services available to all students who qualify, including GATE students, and looks favorably upon collaboration among categorical programs in order to benefit students. At all sites, funding for programs such as, block grant funding, School and Library Improvement Block, Title II, III, IV, and V have been combined with GATE funds to offer extended services to GATE students and professional development, as appropriate. Student Success Team meetings, held for individual GATE students, explore all the needs of the students and help to place the students in appropriate categorical programs, such as Title I, Special Education, Bilingual Services, and others.</p>

<p>student services each year. Ongoing analysis by the Assistant Superintendent of Instruction of spending patterns identifies sites that need additional monitoring/encouragement of appropriate expenditures throughout the year in order for students to gain full benefit of the funds available for GATE services each year. If any monies are carried over to the following year, they are maintained within the district GATE account and are used to support the plan in the following year.</p> <p>e. Indirect costs do not exceed the state limitation of 3%.</p>		
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ATTACHMENT I
GATE PROGRAM EVALUATION

1. Review of Student Academic Progress: Provide a brief narrative that summarizes data and information related to the academic progress of GATE students utilizing the 2005 Standardized Testing and Reporting (STAR) testing data or analyzing data over multiple years for one or more of the following:

Review of Student Academic Progress

The results of the spring 2006 STAR testing show that GATE identified students outperform the district average in the Advanced level for all grade levels and subject areas in the California Standards Tests. (Table A)

Table A 2005-2006 CST – GATE Students vs. All Students (% Advanced)

Grade	4	5	6	7	8			9			10	11	
	CST English-Language Arts												
GATE	88	88	83	76	89			92				76	76
ALL Other	38	38	27	33	42			43				35	41
	CST Mathematics				Gen Math	Algebra I	Geometry	Gen Math	Algebra I	Geometry	Algebra II		
GATE	96	94	72	76	0	68	100	0	0	62	78		
ALL Other	43	71	18	68	2	48	100	7	28	41	45		

Students who were GATE identified exceeded the percent advanced of all students by an average of 49% on the CST English language arts exam. On the CST mathematics exam, GATE students exceeded the percent advanced of all students by a high degree. The overall percentage is not possible to calculate as students at this level begin to take various courses in mathematics.

Many of the GATE students take Algebra I in 7th grade and Geometry in 8th grade. In the 2006 exams, those students taking 7th grade Algebra did not have the opportunity to take the Algebra CST. This spring the state will allow 7th graders to take the Algebra I exam. Therefore, the scores in 8th grade Algebra are a bit lower because the more advanced math students took the course in 7th grade.

Longer tables showing the total number of students who completed the STAR CST in English/Language Arts and Math for three consecutive years from the period of 2004-2006 are available in Appendix A and at our Office of Instruction. Since the data reflects information for students who were tested in three consecutive years, the number of students who meet this profile is much lower in high school than at the elementary level. The data also represent the students that scored in the Advanced level. In mathematics, although the number of students who achieve advanced level decreases as they enter the secondary level, the decrease is more significant for the GATE identified students. This could be due to various math options offered, both honors and non-honors classes. By 11th and 12th grade many of the advanced math students may have finished taking math classes (at the high school) due to math acceleration in the earlier grades. The English/Language Arts scores stay more consistent through the grades but there is a dip in scores with students currently in grades 7-8. The GATE students' ELA scores rise again in students currently in grades 9-11 and then decrease with the current 12th grade students.

When comparing only advanced proficient levels, the data reflect significant achievement gaps between GATE identified students and all other students. The gap is greater during the elementary school years and tends to decrease more significantly during the upper secondary grades. The 2005 test administration is the only instance where over 90 percent of GATE identified students achieved advanced level. This trend reverses itself during the high school years. The data indicate that the percentage of students who obtain advanced levels in English/Language Arts is greater than the percentage of students achieving a similar level for the Math CST during the same period of time.

Table B CST SCIENCE AS TESTED 2006

As Tested 2006 CST Science	Total Students	Total Advanced	
		Science	%
		5th Grade GATE	67
5th Grade Non-GATE	213	30	14%
5th Grade All	280	72	26%
8th Grade GATE	64	59	92%
8th Grade Non-GATE	298	110	37%
8th Grade All	362	170	47%

Students took the CST science test (Table B) in 5th and 8th grades. Since this test is only given at these specific grade levels and the tests are relatively new, cohort groups could not be followed. The data show that the 5th and 8th grade students scoring in the Advanced level outscore the non-GATE students by a significant margin.

Table C CST BIOLOGY/PHYSICS/CHEMISTRY AS TESTED 2006

As Tested 2006 CST Science	Total Students	Total Advanced		Total Students	Total Advanced		Total Students	Total Advanced	
		Biology	%		Physics	%		Chemistry	%
		9th Grade GATE	20		13	65%		10	6
9th Grade Non-GATE	64	29	45%	10	5	50%			
9th Grade All	84	42	50%	20	11	55%			
10th Grade GATE	18	7	39%	30	5	17%	12	8 67%	
10th Grade Non-GATE	159	25	16%	103	10	10%	19	3 16%	
10th Grade All	177	33	19%	133	14	11%	31	11 35%	
11th Grade GATE	8	8	100%	5	5	100%	47	16 34%	

11th Grade Non-GATE	61	21	34%	24	4	17%	185	22	12%
11th Grade All	69	29	42%	29	4	14%	232	37	16%

Table C shows the high school students taking biology, physics and chemistry. In the year 2005, the District changed the sequence of course offerings, therefore, for the next few years, students from all grades will be taking different science courses. AP, honors and regular classes are blended together in this chart. Our GATE students outscore the non-GATE students at the Advanced level, in biology, physics and chemistry. It should be noted that the numbers of students in these GATE classes can be low, for example, 20 GATE students taking 9th grade biology compared to 64 non-GATE students.

In the classes of 2006 and 2007, 100% of our GATE students have passed the California High School Exit Exam. Passing the CAHSEE is not an issue for our GATE students.

In Table D, one can see a significant difference in the scores of the 7th grade GATE students compared to all students in reading, math, language and spelling scoring above the 75th percentile. Spelling is the weakest area with only 60% of the students scoring above the 75th percentile. While this is still much higher than the total of all students, it is an area that we need to investigate.

Table D CAT-6 75TH PERCENTILE AND ABOVE

As Tested 2006 CAT-6	Total Students	Total above 75 th Percentile		Total Students	Total above 75 th Percentile		Total Students	Total above 75 th Percentile		Total Students	Total above 75 th Percentile	
		Reading			Math			Language			Spelling	
7 th Grade GATE	58	46	79%	58	54	93%	58	52	90%	58	25	60%
7 th Grade ALL	370	170	46%	371	185	50%	370	203	55%	371	122	33%

2. Review of the Administration of the GATE Program: Provide a review of the administration of the GATE program that includes data for one or more of the following:

Recently, the district has provided a survey to the parents of GATE students. A preliminary look at the data indicates a few issues have come to light. It seems as though the parents of our middle school and high school students do not understand how their GATE students are being served. The articulation between the elementary, middle and high schools also seems to be an issue. The amount and quality of homework seems to be a concern.

An analysis of the demographics of the students identified for GATE compared to the district total population is shown in Table E.

Table E PERCENT OF REPRESENTATION IN GATE PROGRAM

	White	Asian	Hispanic	African American
% of District Total	35.4%	34.6%	15.7%	3.1%
% of GATE Students within in the GATE program	43%	46%	6.9%	2.5%

Data show that the percentage of Hispanic students compared to the total amount of GATE students in the District is much less than the percentage of total Hispanic students compared to District totals of students. This trend is not seen in the other demographic groups. This new GATE plan will address this issue. Perhaps the Hispanic population of students is more transient and therefore not in the district when students were in 3-5th grade when GATE testing takes place. Other data must be run to see if language was an issue, even though the NNAT is administered which is a non-verbal assessment.

The data in Table F show that the majority of our GATE students have English as their home language. The numbers correlate evenly with the total population of students except our Spanish speaking students. 5.1% of the total population speaks Spanish while only 1.5% of our GATE students speak Spanish as their home language.

Table F **HOME LANGUAGE**

Home Language 2006-2007	Total Students					Total Students		
	4333	All		GATE		603	GATE	
English (00)		2889	66.7%	420	9.7%		420	69.7%
Korean (04)		402	9.3%	60	1.4%		60	10.0%
Mandarin (07)		338	7.8%	62	1.4%		62	10.3%
Spanish (01)		219	5.1%	9	0.2%		9	1.5%
Cantonese (03)		200	4.6%	22	0.5%		22	3.6%

Looking below at Table G, one can see that there is a discrepancy in our percent of students in the District total who are on free and reduced lunch and the percent of students in the GATE program. This warrants further investigation.

Table G **FREE AND REDUCED LUNCH PROGRAM PARTICIPATION**

Program Participation 2006-2007	Total Students		%
	4333		
All FRM Participants		290	7.00%
GATE FRM Participants		20	0.50%

An analysis of the percentage of GATE identified in at least one Honor/AP class in 2006-07 shows a high percentage of students took at least one high level class (Table H). Percentages of students drop off in 8th and 9th grade but rise again in 10th and 11th. This may be due to the push for these classes for college entrance. 12th grade had the lowest percentage of students taking an honors or AP class at 76%.

Table H GATE IDENTIFIED STUDENTS ENROLLED IN HONORS/AP CLASSES (2006-2007)

Grade	6	7	8	9	10	11	12
Number of GATE Students	64	72	60	58	46	61	63
Number of GATE Enrolled in at least 1 Honors/AP Course	64	67	49	51	43	57	48
	100%	93%	82%	88%	93%	93%	76%

3. Procedures for Modifying the District GATE Program Based on the Annual Review(s): Provide information regarding the district’s plan for modifying the GATE program based on the annual review for each of the various program components listed below. Identify program strengths, needs, and improvement goals.

Section 1: Program Design

- GATE Program Strengths
 - The Gate design aims to nurture intellectualism, critical thinking, independent study skills, appropriate peer interaction and self-awareness.
The GATE program provides clusters and special day classes to enhance student collaboration.
The GATE program at the secondary level is a strong combination of honors and AP courses.
 - The program provides appropriate training and support for staff, parents and the community.
 - The District has created active site and district advisory committees to aid in articulation and communication.
- GATE Program Needs
 - Research-based knowledge of successful current practices regarding GATE identified EL and special education students.
 - Current information regarding neighboring districts’ abilities to identify and service students in the categories of creative ability, leadership and visual/performing arts.
- GATE Program Improvement Goals
 - Work with the Assistant Superintendent for Instructional Services, site administrators and staff to improve and expand the district Advanced Placement (AP) and Honors program, extra curricular programs and dual enrollment (for example High School students taking college classes).
 - Explore additional program design components to provide extra support to EL GATE students as well as students with other known factors that impact achievement.
 - Explore additional program design components to provide extra support to Twice Exceptional GATE students as well as students with other known factors that impact achievement.
 - Explore the option to identify the categories of creative ability, leadership, and visual/performing arts.
 - Consider formal GATE identification for students in grades K-3.

Section 2: Identification

- GATE Program Strengths
 - All students in third grade are given the opportunity to be identified for the GATE program
 - To ensure equal access, multiple measure are used as well as special consideration given to students with special needs

- A comprehensive point system has been developed to identify students into the program.
- Parents are notified in writing of their student's acceptance into the program and parents of students not identified have a process to appeal through the administrator and School Success Team meetings
- GATE Program Improvement Goals
 - Formalize the teacher training in terms of GATE characteristics, identification and the District GATE program.
 - Continually improve District GATE website and communication regarding identification process.
 - Review identification procedures of our Hispanic and socio-economically disadvantaged students to ensure all qualified students have an opportunity to be assessed.
 - The District GATE identification process will be reviewed in the summer of 2007 and before changes are finalized, will be presented to the District Advisory Committee.

Section 3: Curriculum and Instruction

- GATE Program Strengths
 - The SPUSD GATE program is aligned with State standards.
 - The dimensions of differentiation allow teachers to design and extend the curriculum to enable students to become confident, creative, committed lifelong learners.
 - The differentiated curriculum is aligned in each subject area.
- GATE Program Needs
 - A comprehensive scope and sequence K-12.
- GATE Program Improvement Goal
 - Dedicate a portion of District GATE Advisory committee (DGAC) meetings to discussion/demonstration/development of activities/lesson plans which incorporate effective differentiated instructional strategies.
 - Continue to articulate and share advanced level work within and across grade levels.
 - Formalize a curriculum continuum including grades K-12 utilizing backwards mapping.
 - GATE students' needs will be addressed in developing a district-wide K-12 comprehensive counseling program for all district students.

Section 4: Social and Emotional Development

- GATE Program Strengths
 - Site Student Success Teams meet to identify the social and emotional as well as academic needs to the students. Actions plans are created and followed through to help students be most successful.
 - Low performing and at-risk students are monitored carefully.
 - A list of community resources is available to administrators and counselors to help families connect with needed services.
 - High School students are given many opportunities for awareness of career and college options and guidance through the counseling programs and career centers.
 - Mentoring programs and pre-college opportunities are available for secondary students.
- GATE Program Needs
 - More training for all personnel on the needs emotional and social needs of the GATE student.
- GATE Program Improvement Goals
 - Continue to increase dissemination of information about the social/emotional needs of gifted students.
 - Investigate new programs to assist teachers and parents in addressing the social/emotional needs of GATE students. Help student set reasonable goals based upon ability, interest and personality.
 - Provide services for our students based on results of above investigation.
 - Ensure that each school counselor, administrator and teacher are well aware of gifted students potential for intensity and over excitabilities as defined by Dabrowski's theory of emotional development.
 - Explore and implement a middle/high school student survey.

Section 5: Professional Development

- GATE Program Strengths
 - Teachers are encouraged to attend many conferences and weeklong summer institutes.

 - Trainers selected to conduct in-services and the trainings attended by the staff are knowledgeable and experts in the field of GATE education.
 - Funds from other categorical programs are used to aid in the cost of the GATE staff development.
- GATE Program Needs
 - Complete documentation regarding the certification and on-going trainings of our district teachers.
- GATE Program Improvement Goals
 - Increase teacher-to-teacher training in differentiated instruction.
 - Explore the feasibility of a partnership with surrounding districts with similar size to create or implement a GATE certification course.
 - Develop guidelines for the district certification process.
 - Align professional development with GATE plan and create an evaluation to determine its effectiveness.
 - Provide more on-going professional development for teachers and parents.

Section 6: Parent and Community Involvement

- GATE Program Strengths
 - Parents are well informed of the program and the identification process.
 - Site and District Advisory Committees have been established to promote communication and collaboration.
 - The District website now has a GATE link to promote communication.
 - The district has excellent professional resources in a variety of fields to work with our GATE students.
 - Parents volunteer in the classrooms and at the school sites.
- GATE Program Needs
 - An organized system to bring community members with a specific expertise into the classrooms.
 - A list of available translators for oral communication at meetings and written translations.
- GATE Program Improvement Goals
 - Continue to build parent and community trust by providing information, clear communication and forums for parent participation.
 - Provide translation of essential program information in other languages as needed.
 - Increase participation of parents and community members to reflect the diversity of our GATE population.
 - Continue site and district Advisory GATE Committees.

Section 7: Program Assessment

- GATE Program Strengths
 - School Site Councils are involved in looking at the data regarding student progress and assessing the program.
 - Goals for program improvement will be written yearly and shared with the Board and the District Advisory Council.
 - Data is disaggregated in various ways to monitor student growth and to guide instruction.
 - Multiple measures are used to measure student growth.
 - Funds are designated to areas of growth for the following year
- GATE Program Improvement Goals
 - Continue to evaluate and improve the process for using student achievement data to drive program improvements at all schools.
 - 2. Analyze the achievement of students who entered the program who are at-risk and explore new, focused program improvements that may positively impact the achievement of these students.

Section 8: Budget

- GATE Program Strengths
 - Funds are used directly in the students' classroom for supplies, books, and field trips.
 - Funds are spent on staff development to improve classroom instruction and understanding the needs of GATE students.
 - Expenditures supplement, not supplant the GATE program.
- GATE Program Needs
 - Funds from other categorical programs to cover the costs.

Appendix A

3 Year Cohort Groups for ELA and Math
2004-2005 GATE, Non-GATE and All students

Table 1 3 Year Cohort Groups for ELA 2004-2005 GATE, NON-GATE and ALL Students

Current Students * COHORTS	Total Students Testing All 3 Years **	Total Advanced 2004	-	Total Advanced 2005	Total Advanced 2006
5th Grade GATE	75	60	80%	61	81%
5th Grade Non-GATE	148	35	24%	35	24%
5th Grade All	223	95	43%	95	43%
6th Grade GATE	61	49	80%	56	92%
6th Grade Non-GATE	157	26	17%	78	50%
6th Grade All	218	76	35%	132	61%
7th Grade GATE	64	56	88%	52	81%
7th Grade Non-GATE	180	59	33%	56	31%
7th Grade All	244	117	48%	107	44%
8th Grade GATE	58	48	83%	46	79%
8th Grade Non-GATE	228	79	35%	54	24%
8th Grade All	286	125	44%	100	35%
9th Grade GATE	56	45	80%	46	82%
9th Grade Non-GATE	212	46	22%	62	29%
9th Grade All	268	91	34%	107	40%
10th Grade GATE	46	36	78%	37	80%
10th Grade Non-GATE	208	56	27%	75	36%
10th Grade All	254	94	37%	111	44%
11th Grade GATE	62	43	69%	49	79%
11th Grade Non-GATE	227	52	23%	105	46%
11th Grade All	289	96	33%	153	53%
12th Grade GATE	61	52	85%	52	85%
12th Grade Non-GATE	271	103	38%	103	38%
12th Grade All	332	156	47%	156	47%
*2006-2007 Students					
**As tested in 2004, 2005, 2006					

Table 2 3 Year Cohort Groups for Math 2004-2005 GATE, NON-GATE and ALL Students

Current Students * COHORTS	Total Students Testing All 3 Years **	Total Advanced 2004		Total Advanced 2005		Total Advanced 2006	
5th Grade GATE	75	70	93%	70	93%	71	95%
5th Grade Non-GATE	149	50	34%	70	47%	64	43%
5th Grade All	224	120	54%	141	63%	134	60%
6th Grade GATE	61	57	93%	56	92%	57	93%
6th Grade Non-GATE	158	65	41%	77	49%	49	31%
6th Grade All	219	120	55%	133	61%	105	48%
7th Grade GATE	64	59	92%	57	89%	46	72%
7th Grade Non-GATE	181	81	45%	85	47%	29	16%
7th Grade All	245	142	58%	142	58%	76	31%
8th Grade GATE	58	49	84%	48	83%	44	76%
8th Grade Non-GATE	228	52	23%	50	22%	47	21%
8th Grade All	286	102	36%	100	35%	91	32%
9th Grade GATE	56	53	95%	52	93%	46	82%
9th Grade Non-GATE	207	37	18%	62	30%	54	26%
9th Grade All	263	89	34%	115	44%	99	38%
10th Grade GATE	45	32	71%	30	67%	24	53%
10th Grade Non-GATE	203	42	21%	52	26%	50	25%
10th Grade All	248	74	30%	81	33%	74	30%
11th Grade GATE	59	27	46%	32	54%	20	34%
11th Grade Non-GATE	185	27	15%	37	20%	26	14%
11th Grade All	244	56	23%	68	28%	43	18%
12th Grade GATE	48	25	52%	25	52%	13	27%
12th Grade Non-GATE	182	54	30%	38	21%	27	15%
12th Grade All	230	80	35%	62	27%	39	17%

*2006-2007 Students

**As tested in 2004, 2005, 2006