

# California Department of Education 2008-09 Gifted and Talented Education Program Application Instructions

## A. Program Overview

The Gifted and Talented Education (GATE) program is authorized under California *Education Code (EC)* sections 52200-52212 and *California Code of Regulations (CCR)* sections 3820-33870. The purpose of the GATE program is to provide funding for local educational agencies (LEAs) to develop unique opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools that have been identified as gifted and talented. It is the intent of the legislature that special efforts be made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in the program. It is also the intent of the legislature that the quality of programs for gifted and talented pupils be improved and to provide for the experimentation in the delivery of programs including a variety of programmatic approaches and cost levels to provide for the identification of gifted and talented pupils by individual school Districts in a variety of ways. (*EC* 52200[a][b])

## B. Application Process

### 1. Eligible Entities

- a) All public LEAs are eligible to apply for GATE funding. Charter schools receive GATE funding through their block grant and are not required to submit GATE applications.
- b) All LEAs requesting GATE funding for the first time and LEAs with expired applications are required to submit an application for funding to the California Department of Education (CDE) by June 15, 2008.
- c) All LEAs that received multiple year approval for two-, three-, or five-years that have not expired are required to submit the Request for Continued Funding Form to the CDE by June 15, 2008.
- d) The GATE application and Request for Continued funding forms, State Board of Education *Recommended Standards for Approval of GATE Programs*, List of LEA Application Renewal Dates, and funding information are available at <http://www.cde.ca.gov/sp/gt>.

### 2. Application Cover Sheet

- a) Enter LEA name, address, and county and District (CD) code.
- b) Enter the name, title, and contact information for the person completing the application.
- c) Enter the name of the superintendent or designee, title, contact information, and original signature of superintendent or designee.
- d) Check all boxes that apply: Charter schools; School-Based Coordinated Programs; GATE consortium participation and name of lead agency, indirect costs; District enrollment; number of GATE pupils; and grade levels served. (i.e., K-12 LEAs indicate K-12 grades served; K-6 and K-8 LEAs indicate K-6 or K-8 grades served; 9-12 LEAs indicate grades 9-12 served).

- e) Enter date or anticipated date of the local governing board approval of application.
- f) The signature of the parent advisory committee member is optional.

### **3. Budget Form**

- a) Enter the dollar amount for each expenditure in the Proposed Budget Plan. Provide an explanation for each expenditure. Indirect costs may not exceed 3 percent. (*CCR*, Title 5, 3870)
- b) Enter names of schools participating in School-Based Coordinated Programs and the funding allocations for each school. (Do not include school plans.)
- c) The State Superintendent of Public Instruction apportions funds to participating school Districts based on a formula that divides the total funding available for GATE programs in the state budget for the current year by the statewide total units of average daily attendance (a.d.a.) in kindergarten through grade twelve at the second principal apportionment of the prior year for all participating school Districts. School Districts with fewer than 1,500 in a.d.a. receive no less than \$2,500 or the amount it received in 1998-99, whichever is greater. Dollar amounts are adjusted for deficits or percentage inflation adjustments on an annual basis. Information regarding District apportionment funding is available on the CDE Internet at <http://www.cde.ca.gov/fg/>.

### **4. GATE Program Services**

- a) Indicate the types of GATE Program Services the LEA will provide by placing a check mark for each service option provided and indicate the grade level. Provide a brief explanation for each. (See definition of program services below.)
- b) GATE programs are required to be planned and organized as integrated, differentiated learning experiences within the regular school day consisting of:
  - Special day classes
  - Part time groupings
  - Cluster grouping
- c) GATE program services may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as:
  - Independent study
  - Acceleration
  - Postsecondary education
  - Enrichment
- d) For all gifted and talented pupils, including those with high creative capabilities and talents in the performing and visual arts, each participating governing board shall concentrate part of the curriculum in providing pupils with an academic component and, where appropriate, instruction in basic skills. (*EC 52206*)

## 5. Definitions for GATE Program Services Options (CCR, Title 5, 3840)

- a) **Special Day Class:** A “Special Day Class” for gifted and talented pupils consists of one or more classes totaling a minimum school day where each of the one or more classes meets the following requirements:
  - (1) It is composed of pupils identified as gifted and talented.
  - (2) It is especially designed to meet the specific academic needs of gifted and talented pupils for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects in the school.
  - (3) It is taught by a teacher who has specific preparation, experience, personal attributes, and competencies in the teaching of gifted children.
- b) **Part-time Grouping:** Pupils attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day. These classes are composed of identified gifted and talented pupils.
- c) **Enrichment Activities:** Pupils remain in their regular classrooms but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational activities the pupils use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher.
- d) **Cluster Grouping:** Pupils are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher.
- e) **Independent Study:** Pupils are provided with additional instructional opportunities through either special tutors or mentors, or through enrollment in correspondence courses specified in *EC* Section 51740. These opportunities shall be supervised by a certificated person employed by the pupil’s school District.
- f) **Acceleration:** Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special counseling and/or instruction outside of the regular classroom in order to facilitate their advanced work.
- g) **Postsecondary Education Opportunities:** High school pupils, for a part of the day, attend classes conducted by colleges or community colleges, or participate in College Entrance Examination Board Advanced Placement (AP) programs. When needed, the high school provides books and supplies.
- h) **Services for Underachieving Gifted and Talented Pupils:** Pupils receive services designed to assist them in developing basic skills needed to overcome, as soon as possible, their underachievement and to enable them to achieve in their academic classes at levels commensurate with their individual abilities. This does not preclude participation in other program options.
- i) **Services for Linguistically Diverse, Culturally Divergent, and/or Economically Disadvantaged Gifted and Talented Pupils:** Pupils receive services designed to assist them to develop their potential to achieve high

levels commensurate with their abilities. This shall not preclude their participation in other program options.

- j) **Other:** Pupils participate regularly, on a planned basis, in special counseling or instructional activity or seminars carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom in which the pupils are enrolled.
- k) **Other services** or activities approved 90 days in advance by the State Superintendent of Public Instruction. (CCR, Title 5 3840)

## 6. Student Identification Categories

- a) Indicate the categories the District will use to identify GATE students by checking the appropriate category or categories provided. Each District is required to use one or more of the following categories in defining capability:
  - (1) **Intellectual Ability:** A pupil demonstrates extraordinary or potential for extraordinary intellectual development.
  - (2) **Creative Ability:** A pupil characteristically: perceives unusual relationships among aspects of the pupil's environment and among ideas; overcomes obstacles to thinking and doing; produces unique solutions to problems.
  - (3) **Specific Academic Ability:** A pupil functions at highly advanced academic levels in particular subject areas.
  - (4) **Leadership Ability:** A pupil displays the characteristic behaviors necessary for extraordinary leadership.
  - (5) **High Achievement:** A pupil consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
  - (6) **Visual and Performing Arts Talent:** A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.
  - (7) **Any other category** which meets the standards set forth in these regulations. (CCR, Title 5 3822)

## 7. GATE Program Narrative

- a) (**"NEW"**) Provide an overview of the District and the District's GATE program. (i.e., District location; total enrollment; number and type of schools; ethnicity, languages and socioeconomic factors). (**Limited to one page.**)
- b) Provide a narrative response that describes the District's proposed plan for implementing a GATE program based on the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students* for each of the eight program areas provided. (Do not include attachments) For one-year approval, Minimum Standards must be addressed. For two-year approval, Minimal and Commendable Standards must be addressed. For three-year approval, Minimal, Commendable, and Exemplary Standards must be addressed. Applications recommended for five-year approval require site validation of applications by the CDE.

## 8. GATE Program Evaluation (“NEW”)

- a) All LEAs submitting applications for **renewal** of their GATE authorization are required to submit a GATE program evaluation that includes an annual review of student progress and administration of the program, and procedures for modifying the GATE program based on the annual review.
- b) The Evaluation Report form and instructions are located in Appendix I.

## 9. Application Due Date and Submission

- a) **Application Due Date: June 15, 2008**
- b) Applications must be received on or before the application due date. Faxed copies will not be accepted
- c) **Number of Copies:** Mail three hard copies and one electronic copy of the application on a CD. One hard copy must contain the original signature of the Superintendent or designee. Save the application to the CD in Microsoft Word or Adobe PDF format, and label the CD with the District name, county and District code, and FY 2008-09. Mail all copies to:

Gifted and Talented Education Program  
Mathematics and Science Leadership Office  
California Department of Education  
1430 N Street, Suite 4309  
Sacramento, CA 95814-5901

## 10. Application Approval and Notification

- a) Applications are reviewed by trained readers and recommended for one-, two-, three-, or five-year approval or denied based on the quality of the plan in accordance with the criteria in the SBE *Recommended Standards for Programs for Gifted and Talented Students*. Notification of approval status is made in writing to LEA superintendents following the SBE approval at their September and November meetings.

## 11. Appeal Process

- a) LEAs may submit a letter of appeal regarding their application approval status. Letters of appeal should contain the **original signature of the superintendent or designee** and provide information regarding specific areas of the application the LEA believes were overlooked or misinterpreted during of the review. Appeals must be submitted within 10 days following the CDE notification of application approval status. Appeals will be reviewed by the CDE and superintendents of LEAs will be notified in writing of the decision. Mail letters of appeal to:

Division Director  
Professional Development and Curriculum Support Division  
California Department of Education  
1430 N Street, Suite 4309  
Sacramento, CA 95814-5901

## 2008-09 Gifted and Talented Education (GATE) Program Application

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| <p><b>Send original to be postmarked by <u>June 15, 2008</u>, to:</b><br/>         GATE Program<br/>         Mathematics and Science Leadership Office<br/>         California Department of Education<br/>         1430 N Street, Suite 4309<br/>         Sacramento, CA 95814-5901</p> <p><b>Information:</b><br/>         Application: (916) 323-5847      Program: (916) 323-5505</p> | <p><b>LEA Name and Mailing Address:</b><br/>         Santa Ynez Valley Union High School District<br/>         P.O. Box 398, 2975 East Hwy 246</p> <p>Santa Ynez _____ CA 93460</p> <p><b>County:</b> <u>Santa Barbara</u></p> <p><b>County-District Code:</b> <u>42 - 69328</u></p> |
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| <p><b>Person Completing Application:</b></p> <p>Printed Name: <u>Suzanne Nicastro</u></p> <p>Title: <u>Principal</u></p> <p>Phone: <u>805.688.6487</u>      Ext.: <u>3571</u></p> <p>Fax: <u>805.688.1913</u>      E-mail: <u>snicastro@syvuhd.org</u></p> | <p><b>Local Governing Board Approval:</b><br/>         The local governing board has determined the most appropriate educational program for participating students (<i>California Education Code [EC] Section 52206</i>).</p> <p><b>Date or anticipated date of local governing board approval of GATE application:</b> <u>July 15, 2008</u></p> |
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| <p><b>Superintendent's Signature and Certification:</b><br/>         I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete.</p> <p><u>Mr. Paul Turnbull</u></p> <p>Printed Name of Superintendent</p> <p>Phone: <u>805.688.6487</u>      Ext.: <u>3200</u></p> <p>Fax: <u>805.686.4454</u>      E-mail: <u>pturnbull@syvuhd.org</u></p> <p>_____<br/>         June 13, 2008<br/>         Signature of Superintendent      Date</p> | <p><b>Parent Participation:</b><br/>         The District's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the District GATE program (CCR, Title 5 Regulations, Section 3831[j]).</p> <p><b>Optional: Signature of parent member on District GATE Advisory Committee or School Site Council.</b></p> <p>_____<br/>         Signature      Date</p> |
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| <p style="text-align: center;"><b>Check all that apply:</b></p> <p><input type="checkbox"/> LEA application includes one or more charter schools</p> <p><input type="checkbox"/> GATE included in School-Based Coordinated Programs</p> <p><input type="checkbox"/> LEA participates in GATE Consortium: Lead _____</p> <p><input checked="" type="checkbox"/> Indirect costs do not exceed 3 percent.</p> <p><b>District Enrollment:</b> <u>1,130</u>      <b>Number of GATE Students:</b> <u>428</u></p> <p><b>Grade Levels:</b> <u>9-12</u></p> | <p><b>For CDE Office Use Only:</b></p> <p><input type="checkbox"/> Budget explanation</p> <p><input type="checkbox"/> Excessive carryover</p> <p><input type="checkbox"/> Meets Standards for: 1-Year    2-Year    3-Year    5-Year</p> <p><input type="checkbox"/> Denied _____</p> <p><input type="checkbox"/> Resubmitted _____</p> <p>Reviewer(s) _____ Date _____</p> |
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**Proposed Budget Plan for 2008-09**

| Code | Classification  | GATE Apportionment | Other Funding | Explanation   |
|------|---|--------------------|---------------|---|
| 1000 | Certificated Personnel Salaries   | \$3,000            |               | Substitute and class coverage for teacher release for conferences and staff development |
| 2000 | Classified Personnel Salaries   |                    | District      |   |
| 3000 | Employee Benefits   | \$417              |               | Certificated Benefits   |
| 4000 | Book and Supplies (including computer software)                               | \$3,524            |               | Instructional supplies, software and support materials                                  |
| 5000 | Other Services and Other Operating Expenditures                               | \$7267             | District      | Professional Development – IB & AP, field trip transportation, memberships (NHS)        |
|      | <b>Subtotal</b>   | \$14,208           |               |   |
| 6000 | Other Capital Outlay (including computer equipment)                           |                    | District      |   |
| 7000 | Indirect Costs (maximum of 3 percent, excludes Capital Outlay)                | \$441              |               |   |
|      | <b>TOTAL PROPOSED BUDGET</b>  | \$15,149           |               |   |
|      | Amount of GATE Carryover funds and description of how carryover will be spent |                    |               |   |

**School-Based Coordinated Programs**

If LEA includes GATE in any site-level School-Based Coordinated Programs (SBCPs), please provide the names of the schools participating and the amount of GATE funds allocated to each site. Attach additional lists as needed.

| School | GATE Funds | School | GATE Funds |
|--------|------------|--------|------------|
|        |            |        |            |
|        |            |        |            |
|        |            |        |            |
|        |            |        |            |

**GATE PROGRAM SERVICES**

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (EC 52206) Please indicate the GATE program services the District will provide by placing a check mark in the boxes below. Provide a brief description of each service provided.

| <b>PROGRAM SERVICES<br/>(Select at least one)</b>  | <b>Primary</b> | <b>Upper<br/>Elementary</b> | <b>Middle<br/>School</b> | <b>High<br/>School</b> |
|--|----------------|-----------------------------|--------------------------|------------------------|
| Special Day Classes:   |                |                             |                          |                        |
| Part-time Groupings:   |                |                             |                          |                        |
| Cluster Groupings:   |                |                             |                          | X                      |
| <b>OTHER PROGRAM SERVICES</b>  |                |                             |                          |                        |
| Acceleration: 7 <sup>th</sup> grade Algebra 1; 8 <sup>th</sup> grade Geometry  |                |                             |                          |                        |
| Honors:  |                |                             |                          | X                      |
| Advanced Placement:  |                |                             |                          | X                      |
| International Baccalaureate:   |                |                             |                          | X                      |
| Independent Study:   |                |                             |                          |                        |
| Postsecondary Education: <u>Dual enrollment at Allan Hancock Community College</u>   |                |                             |                          | X                      |
| Enrichment (Pull-out/Before/After School/Saturday Classes):  |                |                             |                          |                        |
| Other: <u>Advancement Via Individual Determination (AVID) classes for at-risk students, English Language Learners, and Socio-economically Disadvantaged Pupils</u> |                |                             |                          | X                      |
| Other (i.e., Special Counseling, Instructional Activities, Seminars): <u>Evening Seminars</u>  |                |                             |                          | X                      |

**STUDENT IDENTIFICATION CATEGORIES**

LEAs are required to use one or more categories for identifying gifted and talented students' demonstrated or potential abilities that provide evidence of high performance capability including: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent. (EC 52202) 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 must concentrate part of its curriculum on providing pupils with an academic component. (EC 52206[c]) Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

|                               |                                     |                                    |                             |
|-------------------------------|-------------------------------------|------------------------------------|-----------------------------|
| Intellectual Ability <u>X</u> | High Achievement <u>X</u>           | Specific Academic Ability <u>X</u> | Leadership Ability <u>X</u> |
| Creative Ability <u>X</u>     | Visual and Performing Arts <u>X</u> | Other _____                        |                             |

**PROGRAM NARRATIVE**

I. Provide a brief overview of your District, i.e., location; enrollment; number and type of schools; ethnicity, language and socioeconomic factors; and other information as determined. Provide a brief overview of the District's GATE program. (Limit to one page)

The Santa Ynez Valley Union High School District serves a diverse student population of students who reside in the 1,500 square-mile Santa Ynez Valley. There is one comprehensive high school and one continuation high school. The SYVUHS receives students from five elementary Districts: Buellton, College, Los Olivos, Solvang and Vista del Mar School Districts. Students from private schools also enroll in the SYVUHSD in order to take advantage of the advanced learning opportunities. SYVUHSD receives strong parent and community support through mentor and volunteer programs, fundraising, partnerships with community agencies and businesses, and an active parent support group.

The entire student body of Santa Ynez Valley Union High School District consists of 1,130 students is composed of 28% Hispanic students (321); 58% White students (653); 0.5% African American (6); 2% American Indian (16); 1% Asian (8); 0.1% Filipino (1); 0.2% Pacific Islander (2), and 11% Other (123) . English Learners comprise 0.8% (100); 6.5% Special Education students (74); 31.3% Socio-economic Disadvantaged (354). (CBEDS, 2007-2008).

The Mission Statement for Santa Ynez Valley Union High School District states: The Santa Ynez Valley Union High School District, in partnership with parents and community, will provide each student the opportunity to complete four full years of meaningful, appropriate education to acquire skills needed to succeed, not just survive, in society. We are committed to providing this learning in a safe, clean, and pleasant environment. The SYVUHSD's GATE Program provides a comprehensive continuum of services and program options that is responsive to the needs, interests, and abilities of gifted students. The program addresses both the academic and social-emotional needs of students who demonstrate exceptional intellectual ability. Teachers differentiate grade-level content standards, processes and products through depth, complexity, and acceleration in order to challenge each student.

Oversight of the GATE Program is the responsibility of the SYVUHS Principal who works closely with the School Site Council (serving as the GATE Advisory Committee), comprised of the principal, the School Site Coordinators, GATE teachers, parents, and students. The principal works directly with staff, parents, and students to ensure that all components of the GATE Program are properly implemented and evaluated.

GATE teachers and staff participate in professional development specific to the needs of the gifted and talented learner, including meeting intellectual and social-emotional needs. Additionally, parent education is offered throughout the year. At-risk GATE students participate in counseling, Advancement Via Individual Determination (AVID) classes, and appropriate intervention strategies. The district encourages parent and community participation in the GATE Program through on-going forums to address needs and concerns, fundraising opportunities, and on-going educational opportunities.

II. Provide a response that describes the Districts plan for a proposed GATE program that addresses the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students*. For one-year approval, address all Minimum Standards. For two-year approval, address all Minimal and Commendable Standards. For a three-year approval, address all Minimal, Commendable, and Exemplary Standards. (Limit to four pages for each program area)

**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])

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| 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><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. In our one-school high school district, the GATE plan is part of the School Site Plan. The GATE program provides students with the core curriculum and with opportunities to meet and exceed state content standards through differentiation. Using research-based theories and strategies, teachers collaborate to create lessons that provide depth, complexity, acceleration, and novelty.</li> <li>b. The District GATE Plan is reviewed and approved by the School Site Council and the School Board, in addition to being aligned with the CA state standards for gifted education.</li> <li>c. A Principal's Council also aids in the oversight of the GATE program, serving as a resource for data and curricular information, and ensuring that class scheduling and assessment for GATE students is as supportive as possible. The Principal's Council is composed of administrators and key department chairs at SYVUHS.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The GATE plan is available in print form in the SYVUHS main office. Additional information, such as resources, upcoming events of interest to students, parents, and teachers, opportunities for enrichment, registration forms, and links to other web sites, is available on the district web site.</li> <li>b. SYVUHS offers GATE-identified students rigorous instruction in Honors, AP, and IB classes.</li> <li>c. The School Site Council, acting as the District Advisory Committee, meets monthly during the school year (except June). They support the needs of the program through volunteer assistance and by assisting the principal in the design and evaluation of the program.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Program options in creative ability, leadership, and visual and performing arts include advanced courses (Honors, AP, and IB) in Advanced Art, Leadership, Theatre Arts, and Performing Arts at classes. Many GATE students participate in the theatre and performing arts program. The theater students are traveling to the Fringe Festival in Scotland during the summer of 2008, and our musical groups travel extensively and are widely recognized as among the best in the state.</li> </ul> |

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

**Minimum Standards: One year approval**

- a. In grades 9-11, GATE-identified students may take rigorous Honors classes in English, Math, History, Science, Art, Foreign Language, and Technology. Additionally, AP and IB classes are available for students in grades 10-12. Within each class, aspects of the curriculum are differentiated according to the interests and abilities of students.
- b. Identified GATE students receive differentiated instruction throughout the day as part of the core curriculum.
- c. Teachers trained in differentiation provide accelerated lessons and/or enrichment activities to meet the needs of GATE students. Teachers assigned to advanced classes meet regularly in Professional Learning Communities (PLCs) to ensure a sequential and articulated curriculum.
- d. Teachers use data from a variety of formative assessments to determine student mastery of curriculum content, areas of needed improvement, and areas where students are ready for depth, complexity, and acceleration. Flexible groupings are determined from this information, resulting in multi-grade classes where appropriate.

**Commendable Standards: Two year approval**

- a. Advanced classes for GATE identified students provide appropriate intellectual peer interaction. Additional high achieving students who meet identification criteria are also able to participate in advanced classes.
- Students who are identified in a specific area of intellectual ability are placed in advanced classes by subject. Such cluster groupings occur in 9<sup>th</sup> grade, leading to 10<sup>th</sup> and 11<sup>th</sup> grade AP and IB courses. Students in grades 9-12 may also be enrolled in AVID classes in order to provide appropriate academic support.
- Teachers, counselors, and administrators are trained to assist students in designing a personalized program and setting goals.

**Exemplary Standards: Three year approval**

- a. In addition to an advanced curriculum, students have access to AB 1802 counselors who have special training in meeting the needs of gifted and talented students. More counselors will continue to receive specialized training in the needs of gifted students throughout the 2008 – 2009 school year.
- Where appropriate, GATE-identified students are also enrolled in AVID classes. Teachers address the social-emotional needs of students through the use of novelty in the core curriculum, self-selected projects, and through differentiated instruction.

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| <p>1:3 The program is articulated with the general education programs.</p>   |   |   |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The GATE program is aligned with college preparatory classes, the special education program, and the English Language Development program through common training for all SYVUHSD teachers in the area of literacy-based reading strategies, differentiation strategies, and formative assessment strategies.</li> <li>b. The SYVUHS principal is responsible for the overall management of the program including overseeing and organizing the identification of gifted students, GATE program development, professional development, community and parent outreach, budget oversight, and program evaluation.</li> <li>c. Parents serve on the School Site Council, which serves as the District Advisory Council.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. SYVUHS has initiated the use of Professional Learning Communities (PLCs) and a pyramid of interventions. As such, teachers meet regularly to plan, organize, and articulate the curriculum across all subjects. PLCs are organized for grade level teams and teams of GATE teachers. Teachers of GATE identified students discuss the scope and sequence of the curriculum and how it is differentiated for GATE students. They also discuss individual students, communication with parents, and other interdisciplinary projects.</li> <li>b. Students who are experiencing academic difficulty in advanced classes are supported through schedule changes that include AVID classes and, where appropriate, movement to a college preparatory class. GATE identified students placed in CP classes receive appropriate differentiation of instruction until they can be moved back to an advanced-level class.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The principal works closely with the elementary feeder districts in the Santa Ynez Valley to facilitate a comprehensive, structured, and sequenced program. Additional professional development will be encouraged for SYVUHS teachers in the areas of Pre-AP vertical teaming and IB Middle Years program training during the 2008 – 2009 school year.<br/><br/>The principal meets yearly with each of the five feeder districts' 6<sup>th</sup> grade principals and teachers to discuss the transition needs of incoming 6<sup>th</sup> grade students. These meetings include a discussion of curriculum, needs of students and families, and appropriate planning and support for underrepresented or underperforming students.</li> <li>b. The program provides support services including counselors and consultants. Counselors provide support services including interventions and referrals to outside agencies if appropriate.</li> </ul> |

## Section 2: Identification

The District’s identification procedures are equitable, comprehensive, ongoing, and reflect the District’s definition of giftedness and current state criteria. (EC 52202 and CCR, Title 5, 3822)

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| 2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.   |   |   |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. An equal opportunity to participate in the GATE Program is available to all students regardless of socioeconomic, linguistic or cultural background, and/or disabilities. Students who have been identified in their feeder District as GATE students are accepted into our district as GATE-qualified.</li> <li>b. Standardized test scores, teacher observation, student performance and potential, and parent request are among the procedures used in the outreach for gifted students.</li> <li>c. All STAR testing data and end-of-course projects and grades are reviewed with each 6<sup>th</sup> grade teachers at feeder schools to determine qualification of students.</li> <li>d. Parents may request a placement in an advanced class, despite an absence of supporting testing data. Data on academically at-risk students and underrepresented students is maintained to ensure appropriate support for students in this category.</li> <li>e. At the beginning of each school year, counselors review with staff, especially new teachers, information about the characteristics of gifted learners.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The administration and the department chairs work with new teachers to identify potentially gifted learners. Master teachers are available to mentor new teachers through Critical Friends Groups (CFGs), providing peer-to-peer professional development, and ensuring they understand the district’s criteria for identification and support of gifted students.</li> <li>b. The district maintains data on incoming students and recommended students. Files are maintained on all recommended students, aiding in the decision to place students into advanced courses.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <p>N/A</p> |

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| <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.</p>   |  |  |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. A committee, including the principal, a counselor, and teachers of advanced courses, makes the final determination on student eligibility and placement in the program. Consultations with students' elementary teachers occur for incoming freshmen.</li> <li>b. Evidence from multiple sources is used to determine eligibility for each student. Standardized test results (STAR), grades, and teacher recommendations are used to make academic placement determinations. Students who do not qualify may appeal.</li> <li>c. Parents and teachers are notified of a student's program placement by the counseling office, and are informed of the appeal process (when necessary). If the student still does not qualify, the student may still participate in the GATE program by request as a non-identified student and on a space-available basis.</li> <li>d. Transfer students are considered for identification and placement during the registration process.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The SYVUHSD is committed to doing more to increase the percentage of underrepresented populations participating in the GATE program. As such, the administration, counseling department, and Department Chairs are making a concerted effort to seek out economically disadvantaged, ELL students, or other underrepresented populations for participation in the GATE program. An analysis of standardized test scores for these populations provides a list of students in the top 5% for each demographic. As a result, the identified students are recommended for placement in advanced classes, and receive associated academic support (placement in AVID classes).</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers regularly meet determine eligibility of students and to monitor progress for students who are at-risk.</li> <li>b. Teachers of GATE-identified students constantly monitor the success of students on formative assessments (using QES assessments), and end-of-course exams in Honors, AP, and IB.</li> </ul> |

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| <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><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. School counselors provide parents with class schedule options based on the categories of identification in the advanced program. Information about the program and advanced classes are provided on an annual basis, at the beginning of the school year.</li> <li>b. The counseling office responds to parent requests for information that needs to be sent to another District or school within one work-week of the request.</li> <li>c. Multiple criteria are used in the identification process. Once identified, a student remains identified through 12<sup>th</sup> grade, although alternate services may be deemed necessary during the course of the student's academic career. Multiple meetings with the student's teachers, counselor, and an administrator are required before a student is offered alternative services. Alternative services may include placement in a College Preparatory class (with differentiated instruction) until the student is able to return to the advanced class; placement in AVID; individual counseling; tutoring; and other appropriate measures.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Before any student is considered for <u>temporary</u> withdrawal from the program, interventions are implemented and a meeting is held with the parents and student. Multiple meetings are held, using the schools' pyramid of intervention strategies. Parent, teacher, and student conferences are held first, with a review of study skills, organizational issues, and time-management strategies are discussed. Enrollment in an AVID class or tutorial class may be recommended. A change in schedule may result, but only with the agreement with the student and the family. The goal of the interventions is to have the student return to the advanced classes as soon as the student is able.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <p>N/A</p> |

### Section 3: Curriculum and Instruction

Districts develop differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206[a] and 52206[b])

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| <p>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>   |   |   |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum in the SYVUHSD is evidenced in the depth and complexity in each advanced class. Using thematic instruction, group activities, seminars, and open discussions, students are able to meet or exceed state curriculum standards in a variety of ways.</li> <li>b. The core curriculum is differentiated through differentiation and acceleration, using instructional techniques supported by research from Kaplan, Tomlinson, and Renzulli.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The core curriculum is compacted for gifted students. Teachers use benchmark assessments which are then analyzed in our PLCs, providing GATE teachers with timely data at the beginning of each unit. The curriculum is differentiated based on the information gathered prior to the beginning of a new unit, allowing teachers to work in teams to improve student mastery on the content standards across all classes.</li> <li>b. SYVUHS teachers have aligned their curriculum with state and gifted education standards, and have participated in GATE professional development. Most teachers have attended AVID trainings which also address differentiation methods. Teaching strategies that promote inquiry, including Socratic seminar, Cornell notes, and meta-cognition, ensure that students experience appropriate modes of learning.</li> <li>c. The differentiated curriculum includes the learning theories of Kaplan, Tomlinson, and Renzulli. The instructional strategies of universal themes, depth and complexity, acceleration, and novelty are all used to meet the interests and abilities of gifted students.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The SYVUHSD's scope and sequence for differentiation in grades 9-12 reflect the state content standards in each core class. Elements of self-directed learning, universal themes, depth and complexity, meta-cognition, and debate are the foundation of the differentiated curriculum across each advanced course.</li> </ul> <p>All teachers of GATE students will be encouraged to attend Pre-AP and IB Middle Years Program training sessions during the 2008 – 2009 school year. This will further support the instructional methods used to improve the scope and sequence of our advanced program, while further aligning our program with elementary feeder districts.</p> |

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

**Minimum Standards: One year approval**

- a. The differentiated curriculum is provided to students in self-contained classes during the regular school day. Starting in 10<sup>th</sup> grade, students begin AP classes based on needs and interest, or they may begin the IB program in 11<sup>th</sup> grade.
- b. All Honors, AP, and IB teachers differentiate the curriculum with appropriate instructional models. Teachers have all attended appropriate professional development conferences and workshops, and all use strategies such as acceleration, depth, complexity, and novelty. Kaplan's icons are used to develop lessons, and teachers share these lessons during regularly scheduled PLC meetings.
- c. Using both district and State GATE funding, all Honors, AP, and IB teachers have desired materials and extensive technological resources to deliver a refined curriculum.

**Commendable Standards: Two year approval**

- a. All classes use state-approved standards-based texts and supplementary materials. Further, teachers have attended training sessions on using these materials and on offering the materials in differentiated ways. Teachers of advanced courses (Honors, AP, and IB) meet in PLCs to design units and courses of study that meet the needs and interests of GATE identified students. Teachers use benchmark assessments, rubrics, and self-evaluations to ensure student success. As a result, GATE students meet and exceed state standards.
- b. Differentiated instruction is provided for students on a daily basis, and is often found in the following instructional examples: Small and large ability groups within a class; Whole group and individual instruction; Independent study; Direct instruction; Socratic Seminar; Cornell Note taking; and peer teaching.
- c. A wide range of materials and resources is available to teachers to support and enhance differentiated instruction. Advanced-level materials are available in each subject area. The district remains committed to providing teachers with materials and resources such as DVDs, art materials, and technology (computers, SMART-boards, podcasting technology, and individualized digital portfolios on the district server) to support the differentiated curriculum.

**Exemplary Standards: Three year approval**

- a. The interdisciplinary PLCs allow teachers to meet regularly throughout the year to plan and implement a well-articulated curriculum for GATE identified students. Enrichment projects and independent study are included in these lessons.

## Section 4: Social and Emotional Development

Districts 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])

4:1 Actions to meet the affective needs of gifted students are ongoing.

| <b>Minimum Standards: One year approval</b>   | <b>Commendable Standards: Two year approval</b>   | <b>Exemplary Standards: Three year approval</b>  |
|---|---|--|
| <p><b>A</b> The SYVUHSD is committed to meeting the special needs of GATE identified students, and is committed to providing support opportunities for students, their parents, and district teachers in the area of social-emotional needs of GATE students. Information regarding social-emotional development of gifted students is provided to teachers, parents, and administrators on an annual basis.</p> <p style="padding-left: 20px;">SYVUHS is a member of the California Association for the Gifted, and regularly shares information from CAG with students and parents. Further, the counseling office conducts an information meeting for parents of GATE identified students every fall. Teachers and counselors address the social-emotional needs of GATE students at these meetings.</p> <p><b>b.</b> Counselors provide career/college information and financial aid information to all students. Students are notified of enrichment summer programs such as John Hopkins University, the Stanford Summer Institutes, and UC Irvine Pre-College. Underachieving students may participate in AVID classes, where appropriate.</p> | <p><b>a.</b> More than 40% of the SYVUHS faculty has more than 15 years of experience working with gifted students and their families. New teachers are paired with veteran teachers in Critical Friends Groups to ensure adequate professional growth and mentoring. Teachers meet together formally in PLCs to discuss meeting the needs of gifted students, and attend counseling meetings when more specific interventions are needed for gifted students.</p> <p><b>b.</b> The SYVUHS counselors are also veterans with expertise in the social and emotional needs of gifted learners. Counselors have received training to identify the characteristics of at-risk GATE students. All counselors have an open relationship with our local support agency, People Helping People, and when appropriate, make referrals on behalf of at-risk students.</p> | <p><b>a.</b> Teachers and counselors regularly collaborate in PLC meetings focusing on gifted learners. GATE identified students receive appropriate supports and interventions, based on the SYVUHS pyramid of interventions.</p> |

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| <p>4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).</p>  |  |  |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The progress of GATE identified students is monitored regularly by teachers and counselors in PLC meetings, through the use of formative benchmark assessments, projects, and end-of-course exams. Teachers and counselors regularly communicate with each other and GATE student families about assignments and grades. After attending AVID conferences, SYVUHSD teachers are able to recognize symptoms and signs related to at-risk behaviors in and out of class.</li> <li>b. Counselors have received training in AVID strategies as well as social-emotional aspects related to gifted learners. As such, they are able to make appropriate referrals to external agencies such as People Helping People in the Santa Ynez Valley.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Rather than remove at-risk GATE identified students from the GATE program, students are provided with interventions that allow students to grow emotionally and academically. A pyramid of interventions is applied to students who are in need of additional support, based on the discussions between teachers, counselors, students, and parents.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The wellbeing of students is supported with ongoing and open relationships between teachers and the counseling staff, and between the counselors and local agencies such as People Helping People and Fighting Back.</li> </ul> |

### Section 5: Professional Development

Districts 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])

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| 5:1 The District provides professional development opportunities related to gifted learners on a regular basis.  |  |   |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Professional development is standards-based and on-going to ensure that teachers, counselors, and administrators have current knowledge of best practices for gifted education. An annual survey of teachers, counselors, and administrators is conducted to determine the needs for the following year.</li> <li>b. Parent, student, and educator surveys provide an opportunity for input from each group. Teachers discuss survey data in PLCs and then plan for future improvements. Support for conference registrations for teacher, counselor, or administrator professional development is provided by school district funds.</li> <li>c. Experienced GATE teachers mentor new teachers through Critical Friends Groups.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers assigned to teach GATE-identified students in rigorous courses such as Honors, AP, and IB will be encouraged attend training sessions in Pre-AP vertical teaming and the IB Middle Years Program during the 2008 – 2009 school year.</li> <li>b. The SYVUHSD has a process in place to qualify teachers of gifted students.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. District core academic training sessions are aligned to the specific needs of teachers, related to differentiation and gifted education. Teachers regularly attend the CAG Summer Institute in Santa Barbara, as well as regular PLC and pyramid of intervention trainings at the Santa Barbara County Education Office. Teachers also regularly attend AP and IB training sessions across the country.</li> </ul> |

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| 5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.  |  |  |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers of advanced courses such as Honors, AP, and IB are selected on the basis of their education, experience, content knowledge, and expertise in teaching gifted learners.</li> <li>b. The principal was part of the introduction of the IB Programme to SYVUHS, and is an experienced teacher with gifted students. The principal practices shared leadership among her staff, encouraging teachers and counselors to attend conferences to work collaboratively in PLCs.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Teacher-to-teacher professional development is practiced with Critical Friends Groups and PLCs, in addition to using outside experts such as QES to conduct training sessions.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The principal and the master teachers involved with the GATE program are highly skilled in gifted education. Their work as a team is committed to bringing the best learning environment to each classroom, in addition to building the capacity of newer teachers to meet the needs of gifted learners.</li> <li>c. The superintendent and the principal have identified business partners in the community who can provide support for the needs of gifted students.</li> </ul> |

## Section 6: Parent and 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]*)

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| 6:1 Open communication with parents and the community is maintained.  |   |  |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Parents are involved with the GATE program's governance and implementation on the SYVUHS campus. Parents help to organize the annual GATE information night, assisting SYVUHS staff with the delivery of information to new families.</li> <li>b. Parents may obtain a copy of the SYVUHSD GATE application from the district's main office, the school's main office, and on our web-site.</li> <li>c. Parents assist in the evaluation and planning of the GATE program by serving on the School Site Council, which serves as the GATE Advisory Committee.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Orientations for incoming SYVUHS parents take place each spring during our annual meetings with feeder elementary districts. These meetings are foundational to future meetings that occur each fall on the SYVUHS campus.</li> <li>b. Gifted students showcase their work with the community in a variety of ways. For example, student exhibit their papers, projects, portfolios, and original work in: school newsletters and the local media; during art exhibits hosted on campus and during the Masters of Chalk Festival that coincides with the Spring Open House; and on our website.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. As members of the School Site Council, parents are able to read and suggest revisions or additions to the GATE application.</li> <li>b. Local parents are extremely helpful in maintaining ongoing partnerships with businesses and community organizations.</li> </ul> |

6:2 An active GATE advisory committee with parent involvement is supported by the District.

**Minimum Standards: One year approval**

- a. The District Advisory Committee meets monthly, consistent with School Site Council procedures. The School Site Council acts as the district GATE Advisory Committee because of the small size of our one-high school district. Non-committee members are invited to attend each meeting in order to maintain open communication with the public. Our parents also help plan and evaluate the program.  
Announcements of scheduled meetings, agendas, and minutes of each meeting are posted in the main office. This year we are focused on posting agendas and minutes of School Site Council/DAC meetings on our web-site.
- b. All parents of GATE students are invited to attend our annual fall GATE information night.

**Commendable Standards: Two year approval**

- a. A parent member of the School Site Council/GATE Advisory Committee co-signs the GATE application. The entire Committee reviews and gives final approval to the GATE plan before submittal to the state.
- b. Parents participate in the GATE advisory committee which meets on a monthly basis (except June).
- c. The principal collaborates with the parents and staff on the School Site Council/GATE Advisory Committee to highlight professional development opportunities.
- e. The principal, staff, and parents work collaboratively to garner community business support for Honors, AP, and IB classes. All donated funds for these advanced classes go directly to supplementary enrichment materials and activities in the year they were received.

**Exemplary Standards: Three year approval**

- a. The SYVUHS School Site Council seeks out the participation of parents of English Learners and special education students. Documents are regularly translated into Spanish and translators are provided during meetings, where necessary.

## 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]*)

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| <p>7:1 The District provides ongoing student and GATE program assessment that is consistent with the program’s philosophy, goals, and standards.</p>  |   |  |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. An annual survey is given to students, teachers, and parents to determine the ongoing strengths and needs of the GATE program. Results are shared with parents, teachers, and administrators in order to improve the program.</li> <li>b. District teachers implement a variety of benchmark assessments throughout the year. Performance assessments are used in addition to standardized achievement tests, AP exams and IB exams. Teachers use portfolio assessments, student self-evaluations, group projects, and end-of course examinations to evaluate student progress. Teachers meet regularly in PLCs to review student progress.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Gifted students are expected to obtain the highest possible scores on state tests, and on AP and IB examinations. For example, GATE-identified students are expected to receive scores of “proficient or advanced” on CST subject tests, as well as scores of 5 on AP exams and scores of 6 or 7 on IB exams. All AP and IB exam scores are presented to the Board of Education on an annual basis.</li> <li>b. Rubrics are regularly used across all departments as part of the assessment process, reflecting the higher-level courses found in the AP and IB curricula. Students participate in their assessments by providing self-evaluations and/or portfolios.</li> <li>c. Teachers review frequent benchmark assessment data in PLCs in order to determine student mastery of content, and to adjust instruction based on student need.</li> <li>d. District office funds pay for any costs associated with surveys for the GATE program.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. With district support, teachers are using PLCs to develop student-performance criteria for GATE-identified students. Teachers are also using PLCs to compare and analyze student performance on benchmark assessments in order to use appropriate differentiation strategies in upcoming academic units of study.</li> <li>b. The SYVUHSD is committed to supporting teachers through the availability of curricular development time; financial support for materials, conferences, and substitutes; and with an ongoing contract with QES to provide assistance with frequent, common benchmark assessments.</li> </ul> |

## Section 8: Budget

District budgets for gifted programs support and provide for all the components of the District's GATE program and meet the related standards. (EC 52209 and 52212 [a][1], [2], [3])

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| 8:1 The District GATE budget is directly related to the GATE program objectives with appropriate allocations.   |  |  |
| <p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. GATE funds support the following:             <ol style="list-style-type: none"> <li>1. Memberships to professional organizations</li> <li>2. Subscriptions to publications</li> <li>3. Instructional materials</li> <li>4. Professional development</li> </ol> </li> <li>b. Expenditures of state GATE funds supplement, not supplant, any district funds spent on gifted learners. The principal and the School Site Council/GATE Advisory Committee annually review the authorized use of program funds with teachers.</li> <li>c. Where possible, carry-over funds are minimal. Budgets are monitored by the principal and the School Site Council/District Advisory Committee. Carry over funds are used for teacher professional development during the summer or for enrichment materials associated with the expansion of the growing IB Programme.</li> <li>e. Indirect costs do not exceed state limitations.</li> </ul> | <p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district is committed to supporting the GATE program through ongoing financial support from categorical programs and the general fund.</li> </ul> | <p><b>Exemplary Standards: Three year approval</b><br/>N/A</p> |

## APPENDIX I

### 2008-09 GATE PROGRAM EVALUATION

Local educational agencies (LEAs) are required to develop a plan for evaluating various components of their GATE program including an annual review of pupil progress and administration of the program and procedures for modifying the program based on the annual review. (CCR, Title 5, 3831[j][5][6]) LEAs submitting applications for renewal of their GATE authorization are required to submit a program assessment. (EC 52212[a][1])

LEAs submitting applications for renewal of their GATE program authorization are required to submit a program assessment. The assessment should include data and information related to the following: (1) Review of student academic progress, (2) Review of the administration of the GATE program, and (3) Procedures for modifying the District's GATE program based on the annual review(s). Provide an evaluation report that includes data and information identified in items 1-3 below. Include any additional data or information related to the District's program evaluation plan identified in Section 7 of the District's previously approved GATE application. (The evaluation report is limited to six pages.)

#### 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 Standardized Testing and Reporting (STAR) testing data or analyzing data over multiple years for one or more of the following:

- Analysis of the academic achievement of GATE students on the California Standards Tests (i.e., percent of GATE students scoring proficient and/or advanced on the STAR testing for English/language arts, mathematics, and science compared to overall District student results. Available at <http://star.cde.ca.gov/>.
- Analysis of the academic achievement of GATE students on the California Achievement Test (CAT 6) for grades three and seven (i.e., percent of GATE students scoring at or above the 50th and/or 75th percentile in reading, language, and mathematics compared to overall District student results. Available at <http://star.cde.ca.gov/>.
- Analysis of the academic achievement of GATE students on local tests compared to results for District students.
- Other information related to the academic achievement of GATE students.

#### 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:

- Analysis of administrator, teacher, parent, and student satisfaction surveys and/or interviews related to implementation of the various components of the GATE program. (Do not attach surveys.)
- Analysis of the effectiveness of the District's referral and identification methods to ensure that pupils from economically disadvantaged and varying cultural and linguistic backgrounds are provided with full participation in the GATE program including the following:
  - Analysis of GATE student demographics data compared to District student demographic data (available at <http://data1.cde.ca.gov/Dataquest/>).
  - Analysis of socio-economic data for GATE students compared to data for District students, i.e., percent of identified GATE students on the Free and Reduced-Price meals program compared to data for District students. The District data for student participation in the Free and Reduced-Price Meals program is available at <http://www.cde.ca.gov/ds/sh/sn/>. Data regarding GATE student participation in the Free and Reduced-Price meals program is available at the District.

Table A

**STAR Test Data – GATE students vs. All students**

| Grade  | 7 | 8 | 9   | 10  | 11  |
|--|---|---|-----|-----|-----|
| <b>CST English-Language Arts Sum of Proficiency Lvl's 4, 5</b> |   |   |     |     |     |
| GATE   |   |   | 70  | 98  | 104 |
| ALL  |   |   | 195 | 162 | 157 |
| <b>CST Mathematics Sum of Proficiency Lvl's 4, 5</b>           |   |   |     |     |     |
| GATE   |   |   |     |     |     |
| ALL  |   |   |     |     |     |
| <b>CST Geometry Sum of Proficiency Lvl's 4, 5</b>              |   |   |     |     |     |
| GATE   |   |   | 25  | 7   | 0   |
| ALL  |   |   | 50  | 20  | 2   |
| <b>CST Algebra 1 Sum of Proficiency Lvl's 4, 5</b>             |   |   |     |     |     |
| GATE   |   |   | 3   | 0   | 0   |
| ALL  |   |   | 35  | 3   | 1   |
| <b>CST Algebra 2 Sum of Proficiency Lvl's 4, 5</b>             |   |   |     |     |     |
| GATE   |   |   | 23  | 48  | 9   |
| ALL  |   |   | 25  | 52  | 11  |
| <b>CST Science Sum of Proficiency Lvl's 4, 5</b>               |   |   |     |     |     |
| GATE   |   |   |     |     |     |
| ALL  |   |   |     |     |     |
| <b>CST Life Science Sum of Proficiency Lvl's 4, 5</b>          |   |   |     |     |     |
| GATE   |   |   |     | 95  |     |
| ALL  |   |   |     | 163 |     |
| <b>CST Chemistry Sum of Proficiency Lvl's 4, 5</b>             |   |   |     |     |     |
| GATE   |   |   |     | 66  | 22  |

|   |  |  |  |    |    |
|---|--|--|--|----|----|
| ALL   |  |  |  | 74 | 31 |
| <b>CST Physics Sum of Proficiency Lvl 4, 5</b>                |  |  |  |    |    |
| GATE  |  |  |  |    | 5  |
| ALL   |  |  |  |    | 6  |
| <b>CAT-6 Survey Test – Reading at or above the 75%ile</b>     |  |  |  |    |    |
| GATE  |  |  |  |    |    |
| ALL   |  |  |  |    |    |
| <b>CAT-6 Survey Test – Language at or above the 75%ile</b>    |  |  |  |    |    |
| GATE  |  |  |  |    |    |
| ALL   |  |  |  |    |    |
| <b>CAT-6 survey Test – Mathematics at or above the 75%ile</b> |  |  |  |    |    |
| GATE  |  |  |  |    |    |
| ALL   |  |  |  |    |    |

### CSTs

AVG CST ENGLISH LANGUAGE ARTS PLS OF 4 & 5 FOR THE GATE STUDENTS IS: **4.73**

AVG CST ENGLISH LANGUAGE ARTS PLS OF 4 & 5 FOR ALL STUDENTS IS: **4.57**

AVG CST MATH PLS OF 4 & 5 FOR GATE STUDENTS IS:

AVG CST MATH PLS OF 4 & 5 FOR ALL STUDENTS IS:

AVG CST GEOMETRY PLS OF 4 & 5 FOR GATE STUDENTS IS: **4.29**

AVG CST GEOMETRY PLS OF 4 & 5 FOR ALL STUDENTS IS: **4.19**

AVG CST ALBEGRA1 PLS OF 4 & 5 FOR GATE STUDENTS IS: **4.00**

AVG CST ALGEBRA1 PLS OF 4 & 5 FOR ALL STUDENTS IS: **4.03**

AVG CST ALGEBRA2 PLS OF 4 & 5 FOR GATE STUDENTS IS: **4.26**

AVG CST ALGEBRA2 PLS OF 4 & 5 FOR ALL STUDENTS IS: **4.25**

AVG CST SCIENCE PLS OF 4 & 5 FOR GATE STUDENTS IS:

AVG CST SCIENCE PLS OF 4 & 5 FOR ALL STUDENTS IS:

AVG CST LIFE SCIENCE PLS OF 4 & 5 FOR GATE STUDENTS IS: **4.57**

AVG CST LIFE SCIENCE PLS OF 4 & 5 FOR ALL STUDENTS IS: **4.45**

AVG CST CHEMISTRY PLS OF 4 & 5 FOR GATE STUDENTS IS: **4.56**

AVG CST CHEMISTRY PLS OF 4 & 5 FOR ALL STUDENTS IS: **4.49**

AVG CST PHYSICS PLS OF 4 & 5 FOR GATE STUDENTS IS: **4.8**

AVG CST PHYSICS PLS OF 4 & 5 FOR ALL STUDENTS IS: **4.83**

CAT-6:

AVG CAT-6 READING EQUAL TO OR ABOVE 75 PERCENTILE FOR GATE STUDENTS IS:

AVG CAT-6 READING EQUAL TO OR ABOVE 75 PERCENTILE FOR ALL STUDENTS IS:

AVG CAT-6 LANGUAGE EQUAL TO OR ABOVE 75 PERCENTILE FOR GATE STUDENTS IS:

AVG CAT-6 LANGUAGE EQUAL TO OR ABOVE 75 PERCENTILE FOR ALL STUDENTS IS:

AVG CAT-6 MATHEMATICS EQUAL TO OR ABOVE 75 PERCENTILE FOR GATE STUDENTS IS:

AVG CAT-6 MATHEMATICS EQUAL TO OR ABOVE 75 PERCENTILE FOR ALL STUDENTS IS:

Table B:

| <b>Longitudinal Matched Student Data – GATE Students 2006 to 2007</b> |       |       |      |                 |           |       |      |     |    |
|---|-------|-------|------|-----------------|-----------|-------|------|-----|----|
| CST English-Language Arts   |       |       |      | CST Mathematics |           |       |      |     |    |
| 2006-2007   |       |       |      | 2006-2007       |           |       |      |     |    |
|   | #     | Prof. | Adv. |                 | #         | Prof. | Adv. |     |    |
| 2005/2006   | Prof. | 297   | 81   | 183             | 2005/2006 | Prof. | 294  | 97  | 22 |
| 2006/2007   | Adv.  | 300   | 74   | 198             | 2006/2007 | Adv.  | 292  | 134 | 44 |

Table C:

**Percent of Representation in GATE Program for Grades 7-12**

|                           | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Multiple/ Other |
|---------------------------|------------------|-----------------|-------|----------|----------|------------------|-------|-----------------|
| District GATE Number      |                  |                 | 8     | 1        | 77       |                  | 298   | 29              |
| District GATE Percentile  |                  |                 | 1.9%  | .2%      | 18.6%    |                  | 7.2.% | 7%              |
| District Number           | 2                | 13              | 15    | 1        | 295      |                  | 630   | 94              |
| District Total Percentile | .2%              | 1.2%            | 1.4%  | .1%      | 28.1%    |                  | 60%   | 9%              |

Total District Students grades 9 thru 12 for 2006-2007 is: **1,050**

Total District GATE Students grades 9 thru 12 for 2006-2007 is: **413**

In addition to the ethnic participation in the GATE program and district, the percentage of second language students and socioeconomically disadvantaged students is also tracked and displayed in Table D.

**Table D:**

**Percent of Representation in GATE Program for Grades 7-12**

|                           | <b>Socioeconomic Disadvantaged(SED)</b> | <b>English Learners(EL)</b> |
|---------------------------|---|-----------------------------|
| District GATE Number      | 52                                      | 9                           |
| District GATE             | 13%                                     | 2%                          |
| District Number           | 268                                     | 75                          |
| District Total Percentile | 26%                                     | 7%                          |

**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 philosophy, goals, and standards are appropriate to the needs and abilities of gifted learners.
  - Strong communication among stakeholders
  - Strong program options
- GATE Program Needs
  - Consistency throughout District of differentiated instruction
- GATE Program Improvement Goals
  - District required GATE certification for teachers assigned to teach gifted and talented students
  - District supported professional development for all teachers and administrators

**Section 2: Identification**

- GATE Program Strengths
  - Use of multiple criteria
  - Focus on recruiting underrepresented students
  - Alternative criteria (Renzulli Scale)
  - Regular review of criteria
- GATE Program Needs
  - Improved identification criteria and services (Pyramid of Interventions) for underrepresented students
- GATE Program Improvement Goals
  - Develop a powerful and effective identification criteria for underrepresented populations

**Section 3: Curriculum and Instruction**

- GATE Program Strengths
  - Variety of program options
  - Curriculum differentiated through depth, complexity, novelty, and acceleration
  - Experienced and well-qualified teachers
- GATE Program Needs
  - All teachers receive appropriate professional development in differentiated instruction
- GATE Program Improvement Goals
  - Ensure that District and Site level administrators support GTE certification, philosophically, financially, and programmatically

**Section 4: Social and Emotional Development**

- GATE Program Strengths

- Affective needs of students met through a variety of ways, both in classes and through extra curricular activities, and through counseling offices support
- GATE Program Needs
  - Counselor training
  - Consistency across the District (Pyramid of Interventions used systematically)
- GATE Program Improvement Goals
  - Plan and implement a GATE Career Night
  - Improve communication between GATE Office, School Sites, and parents to ensure that students are aware of and receive appropriate services
  - Provide administrative support for consistency of pyramid of interventions across the District

### **Section 5: Professional Development**

- GATE Program Strengths
  - Trainings are aligned to level of teacher experience
  - Many veteran teachers with depth of experience in differentiation, and who are available for professional development training for other teachers
- GATE Program Needs
  - Every teacher trained and GATE Certified
  - Local trainings needed
- GATE Program Improvement Goals
  - Required AVID, Pre-AP, IB Middle Years Program, or differentiation training for all teachers
  - Ensure that teachers have follow up time to develop curriculum based on trainings

### **Section 6: Parent and Community Involvement**

- GATE Program Strengths
  - Exemplary District Advisory Council, with many parents serving for many years
  - Community liaison members participate actively
  - Successful fundraising demonstrates parent and community support and involvement
- GATE Program Needs
  - Make greater use of community liaison members and community resources
  - Develop a parent education program using local resources
  - Encourage parent advocacy for support of GATE
  - Involve more parents
  - Plan and implement more local parent education events
- GATE Program Improvement Goals
  - Plan and implement a career event using parent and community resources
  - Develop a parent education program using local resources

### **Section 7: Program Assessment**

- GATE Program Strengths
  - Annual evaluation has evolved and improved over time
  - Evaluation is available on line and in print as needed
  - We are using technology to improve the efficiency and effectiveness of the GATE Program

- GATE Program Needs
  - Participation of all stakeholders
- GATE Program Improvement Goals
  - Ongoing evaluation of our assessment methods with revision as determined by review committee (consisting of District GATE Coordinator, parent representatives, and GATE teachers).

**Section 8: Budget**

- GATE Program Strengths
  - GATE donation funds spent judiciously, intentionally, and with oversight and consensus of stakeholders on District Advisory Council
  - GATE allocation funds serve students directly and provide support for teacher professional development
- GATE Program Needs
  - Assurance from District that financial support for GATE is maintained
- GATE Program Improvement Goals
  - Involve more parents and community in advocacy for financial support for GATE

## ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The District's written plan is available for public inspection. (*CCR*, Title 5, 3831[jj]) Each LEA designates a person with responsibility for the development and implementation of the local program for gifted and talented pupils. (*EC* 52212[a][3])
2. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. (*CCR*, Title 5, 3831[b]) 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* 52206[c]) The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds. (*CCR*, Title 5, 3831[c])
3. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. (*CCR*, Title 5, 3831[j][9]) 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]) The LEA has 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. (*CCR*, Title 5, 3831[j][3]) The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program. (*CCR*, Title 5, 3831[i])
4. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. This program 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])
5. GATE funds are used solely in support of the purposes of the GATE program described in *EC* Section 52200. Funds are used to supplement, not supplant existing state and local efforts. The LEA's indirect cost rate is 3 percent or less. (*CCR*, Title 5, 3870) Each participating LEA shall maintain auditable records. (*EC* 52212[b])
6. Each LEA submits a program assessment with each renewal of its GATE authorization. (*EC* 52212[a][1]) The quality of existing programs for gifted and talented pupils is maintained and/or improved. (*CCR*, Title 5, 3831[d])

## ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

1. The school site council has developed a school plan that includes a description of..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." (*EC* 52853[a]) The school site plans have been approved by the local governing school board and are available to the public and the State Superintendent of Public Instruction. (*EC* 52850)
2. The District governing board determines the portion of the District's grant pursuant to Chapter 8 that will be allocated to schools for inclusion in the school budget. (*EC* 52857 et. seq.) GATE funds are used solely in support of the school site plan. (*EC* 52886[c]) Funds are used to supplement, not supplant existing state and local efforts. (*EC* 52852.5[c])