

## 2007-2008 GATE PROGRAM EVALUATION

### 1. REVIEW OF STUDENT ACADEMIC PROGRESS:

San Lorenzo Valley USD GATE students showed tremendous achievement on STAR results, 2006. In English Language Arts, over 90% of gifted students scored in the Advanced/Proficient ranges, grades 5 – 8 and 10. Students in grades 9 and 11 still ranged 80% proficiency. This level of achievement is far above the district average in ELA scores; our average student scores for grades 5 – 11 are 58%. In math, students in grades 5- 7 show an average proficiency level of 93%, comparing to the general population's 53% proficiency levels. Algebra scores are interesting; our general education population shows a range of 64% proficiency in 8<sup>th</sup> grade while dropping to an average of 10% proficiency in grades 9 – 11. GATE students taking Algebra in 8<sup>th</sup> grade have an 94% proficiency level of achievement. Students taking Algebra in high school (9<sup>th</sup> grade) show a 33% proficiency level. This indicates that a predominate number of gifted students are completing the Algebra course in middle school and those who take it in high school are students who may show giftedness in areas other than mathematics. Our data shows that there are gifted students taking General Math, Algebra II and Summative CST and are averaging 50% proficiency in the higher math courses. Typically, general education students are achieving at 30% or lower in these same courses. Although gifted students are showing higher proficiency levels in math courses at the high school, their proficiency data isn't stellar. This is an area of focus for the high school to examine and consider how to support all students in mathematics, including students who are GATE.

In History and Social Studies state testing, GATE students are at the 75% average range of proficiency. Although this isn't the level of achievement we would consider accelerated, these scores are in line with the general education scores. This is another area of focus and support for our Social Studies department. They are struggling with the issue of establishing content standards as the focus of their instruction and assessment. Science offers another perspective of student achievement. GATE students in grades 5,8, and 10 are at an average of 79% proficiency. These content areas are strongly aligned with content standards and many of our gifted students participate in enrichment and extra curricular science activities as well as our Nature Academy and Watershed Programs at the middle and high school.

The pattern of gifted students exceeding the proficiency levels of the general education population continues when examining the CAT6 results from 2006. 7<sup>th</sup> grade students were examined and found to be, on average, at 85% above the 75<sup>th</sup> NPR. The general education students are averaging 35% above the 75% NPR. Again, the trend is that our GATE students are showing advanced achievement in state level assessments.

Local assessments in SLVUSD include writing assessments, common assessments in English at the high school and math assessments from the Silicon Valley Mathematics Initiative. The trends continue to show that our gifted students excel in writing and mathematics with an emphasis on problem solving and solving unfamiliar problems while explaining the metacognitive processes and applied algorithms from the grade level content. Students exceed our general population scores and show deeper

thought and application of content knowledge in writing, responding to literature and mathematics.

One of the areas of focus this year was to consider how gifted students in high school shift from being “star pupils” in elementary and middle school to underachieving, uninvolved students in high school. Our analysis is in its beginning stages, but the question served us in creating a focus on what students are engaged and which students are dropping out or using alternative education options. There are a small number of students who self select independent study, alternative education and/or college courses as part of their high school day. One of the areas the district team needs to focus on is how to support underachieving and/or uninvolved gifted students, especially at the middle and high school levels. Through developing this plan, the team has seen a real need to start focusing on the emotional and social needs specific to gifted students. The academic success measures show a consistent record of high achievement for the vast majority of our students; however, there are students who show a different level of need for the type of support brought out by this plan and the state rubric.

## **2 REVIEW OF THE ADMINISTRATION OF THE GATE PROGRAM:**

The requirement for a new GATE plan facilitated some powerful conversations and reflection on the current program. Current status information is included with most of the plan sections; this information came from GATE Advisory Team meetings. We used a large portion of the time to discuss what the research says about gifted education and then recorded what we are currently doing as a district and each site. Through this process, we noticed the following needs:

1. Professional development – especially in the needs and behaviors of gifted students and differentiated instruction
2. An articulated program for our K – 12 students.
3. A revised nomination and identification process that needs to include a new assessment, a process that honors a variety of gifted areas
4. GATE Coordinator roles and responsibilities
5. Articulation between schools about gifted students as they move to the middle and high schools.

Another area of concern and discussion that was part of the District Advisory Team’s analysis of the current program was the under representation of minority and twice exceptional students in the gifted program. Part of the interest in establishing a new assessment and identification process comes from the realization that although the GATE program is gender balanced and our minority student participation is in proportion to our low minority population districtwide, the Advisory Team wants to look at ways to actively seek out students from economically disadvantaged backgrounds and students of diverse cultural and linguistic backgrounds.

**SECTION 1: PROGRAM DESIGN**

**GOAL: 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.**

**CURRENT STATUS:** K – 5 teachers are providing differentiated instruction at a variety of proficiency levels. Gifted students are given multiple enrichment activities that focus on creativity, the arts, academic competitions. Secondary students at the middle school have some accelerated courses and enrichment activities that take place during and after school. The high school provided two honors courses for students that take place before school and during lunch. The GATE plan has been a document that was not necessarily used as a guideline for program design, funding or evaluation and revision. Sites have begun to have GATE Parent Advisory meetings during the 2006-2007 school year.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE
<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>	<ul style="list-style-type: none"> <li>• GATE students will receive standards based instruction that will include ongoing differentiated instruction to extend and enrich content appropriate to student strengths.</li> <li>• The GATE Plan will be presented for Board Approval on June 20, 2007.</li> <li>• Coordination of resources will be documented and discussed at GATE Advisory Meetings at the site and district level</li> <li>• Site GATE Advisory Teams will meet four times annually. Sites will create Advisory Teams that will include: parents, staff, community members and students (at high school level).</li> <li>• District GATE Advisory Team will meet 4 – 7 times during the year. Members will represent all sites and will use this meeting as an opportunity for program articulation, program evaluation and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Teacher planning</li>   <li>• Board notes</li>   <li>• Advisory Meeting Notes</li> <li>• Resources document</li> <li>• Agenda and newsletter information</li> <li>• Notes from site meetings</li>   <li>• Agenda</li> <li>• Sign in and roster</li> <li>• Notes from meetings</li> <li>• DCCC meeting share out</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2007 and ongoing</li>   <li>• June 20, 2007</li>   <li>• Fall, 2007 and ongoing</li>   <li>• 4 times during 2007-2008 school year</li>   <li>• First meeting: September, 2007. 6 meetings will be scheduled for the 2007-2008 school year. 2008-2010 school years will have minimum of 4 meetings scheduled.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>• GATE plan will be posted on the district website. Sites will inform parents about the GATE plan in their newsletters and will lead parents to the website to access the plan. Site plans will include goals and activities for GATE; sites will post their plans on the school website.</li> <li>• The GATE coordinator will work with staff to ensure that activities are held at optimum times and locations for all students.</li> <li>• The revised identification process and GATE program will include the categories of creative ability, leadership and visual and performing arts.</li> </ul>	<ul style="list-style-type: none"> <li>• GATE plan on SLVUSD website</li> <li>• Site newsletters</li> <li>• GATE parent letters with plan information</li>   <li>• Site GATE plans</li> <li>• District GATE meeting notes</li>   <li>• GATE plan</li> <li>• Identification process publication</li> <li>• Teacher checklist</li> <li>• Identification team information</li> </ul>	<ul style="list-style-type: none"> <li>• Plan on website – After state approval. Fall, 2007?</li> <li>• Fall, 2007</li> <li>• Fall, 2007 and ongoing</li>   <li>• Fall, 2007</li> <li>• Fall, 2007 and Spring, 2008</li> <li>• Fall and Spring ongoing years</li>   <li>• Identification process and plan complete by December, 2007. Revisions and updates annually.</li> </ul>
<p>1.2: The program provides administrative groupings and structures for gifted education and available to all gifted learners.</p>	<ul style="list-style-type: none"> <li>• The K – 5 program will be focused on differentiated instruction within the regular school day. Activities will include cluster grouping, flexible grouping and part-time grouping. Beyond the classroom experience, students will have opportunities for GATE specific activities with peers that address their particular areas of strengths. These activities will be held during the regular school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher planning</li> <li>• Observation</li> <li>• Staff meeting and grade level meeting share out</li> <li>• Site newsletters and websites.</li> <li>• GATE parent advisory meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2007 and ongoing</li> </ul>

<p>1.2: The program provides administrative groupings and structures for gifted education and available to all gifted learners.</p>	<ul style="list-style-type: none"> <li>• The 6 – 12 program will be focused on differentiated instruction within the regular school day. Activities will include cluster grouping, flexible grouping and part-time grouping. Beyond the classroom experience, students will have opportunities for GATE specific activities with peers that address their particular areas of strengths. These activities will be held during the regular school day.</li> <li>• During this 3 year plan, a focus will be on the 9 – 12 program to increase opportunities for GATE specific activities during the regular school day. A primary focus will also be on supporting the affective and emotional needs of GATE students in adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher planning</li> <li>• Observation</li> <li>• Staff meeting and department meeting notes</li> <li>• Site newsletters and websites</li> <li>• GATE parent advisory meeting notes</li>   <li>• High school GATE plan document</li> <li>• GATE Advisory Team meeting notes</li> <li>• SPSA for high school</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2007 and ongoing</li>   <li>• Beginning in Fall, 2007. Planning process will continue throughout 2007-2008 school year. Plan complete and activated by Fall, 2008.</li> </ul>
<p>1.3: The program is articulated with the general education programs.</p>	<ul style="list-style-type: none"> <li>• GATE Advisory Team will establish the role and responsibilities of the GATE site coordinator. This role will be established and supported by GATE funds. The stipend will be approved by the Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Site Coordinator Roles and Responsibilities document</li> <li>• Stipend added to district schedule</li> <li>• Board Notes</li> </ul>	<ul style="list-style-type: none"> <li>• September, 2007</li>   <li>• October, 2007</li> <li>• September/October, 2007</li> </ul>

<p>1.3: The program is articulated with the general education programs.</p>	<ul style="list-style-type: none"> <li>• District GATE Advisory will meet throughout the year. At the trimester, site teams will share their program progress. The team will analyze the overall district program with a focus on a comprehensive, structured, sequenced program for K – 12 students.</li> <li>• A focus for each site will be developing support services for GATE students provided by counselors and consultants. Sites will share their progress towards this goal at each GATE Advisory Team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• GATE Advisory meeting notes</li> <li>• Agendas for meetings</li>   <li>• Site GATE plan</li> <li>• SPSA for each site</li> <li>• GATE Advisory Team notes</li> </ul>	<ul style="list-style-type: none"> <li>• First meeting, September, 2007. At least 7 meetings in 2007-2008 school year. At least 4 meetings during 2008-2010.</li>   <li>• January, 2008</li> <li>• Bi-annual review of site support services by GATE Advisory Team</li> </ul>
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**SECTION 2: IDENTIFICATION**

**GOAL: The district’s identification procedures are equitable, comprehensive, ongoing, and reflect the district’s definition of giftedness and current state criteria.**

**CURRENT STATUS:** District staff works with parents to identify students initially at the end of 3rd grade. Teachers or parents recommend their students for assessment. The SOI has been used for many years as the basis for identification. Students may be tested beyond the fourth grade year; however, our analysis shows that typically students are identified during elementary school with little identification being done beyond. The GATE Advisory Team is actively reviewing other measurements that include a broader scope of giftedness. The focus of the 2007-2008 year will be to establish an assessment and process that will identify students in more than academic talents; the purpose of our review will be to find multiple measures that can measure the giftedness of students who may not typically be considered “GATE” in the past, including twice exceptional and minority students.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE
<p>2.1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.</p> <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>	<ul style="list-style-type: none"> <li>• To provide training and information about the identification and nomination process, including the characteristics and behavior of gifted students, to all staff.</li>   <li>• To establish a clear process for nomination, identification and maintaining continuity of GATE student information, the GATE advisory committee will establish and implement both traditional and nontraditional instruments and procedures for searching for gifted students.</li>   <li>• The GATE District Advisory Team will create an Individual Learning Plan form for K – 12 students.</li> </ul>	<ul style="list-style-type: none"> <li>• All K – 12 staff will be trained.</li>   <li>• Nomination process and identification tools are developed and shared with staff and parents.</li> <li>• Investigate and select assessment tool(s) that support the identification of GATE students</li> <li>• Establish a GATE Placement Committee that will review student information to determine eligibility.</li> <li>• ILP Template created, used and revised</li> </ul>	<ul style="list-style-type: none"> <li>• 2007 –Elementary staff</li> <li>• 2008- Middle school staff</li> <li>• 2009 – High school staff</li>   <li>• Fall. 2007 and ongoing</li>   <li>• Fall, 2007 and ongoing</li>   <li>• Fall, 2007 and ongoing</li>   <li>• Fall, 2007 and Spring, 2008 (revision)</li> </ul>

	<ul style="list-style-type: none"> <li>• The Individual Learning Plan will be explained to the parent annually by the GATE coordinator and the classroom teacher. Parents will be asked to sign the ILP as permission for participation in the program or as withdrawal from the program. Parents and classroom teachers will be given a copy of the ILP.</li> <li>• To establish a consistent notification process of student eligibility which includes the appeal process.</li> <li>• To establish a consistent process for the identification and placement of transfer students.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Learning Plans are updated and reviewed annually by GATE Coordinator, classroom teacher and parents.</li> <li>• Notification letters are revised.</li> <li>• Appeal process established and communicated to staff and parents</li> <li>• Process established for transfer students</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2007 and ongoing</li> <li>• Fall, 2007</li> <li>• Fall, 2007</li> <li>• Fall, 2007</li> </ul>
<p>2.3 Multiple service options are available within the gifted education and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed. Once identified as gifted, a student remains identified as gifted in the district.</p>	<ul style="list-style-type: none"> <li>• Site and/or district GATE Parent meetings will be held 2 – 4 times each year to inform and educate parents about district, site, county and community programs as well as information about the needs, characteristics and challenges of the gifted student</li> <li>• Upon parent request, process for withdrawal from the GATE program will be explained at the ILP meeting. The withdrawal process must include prior interventions to support student participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sign in sheets</li> <li>• Handouts for meetings</li> <li>• Individual Learning Plan addendum</li> <li>• Evidence of interventions recorded on ILP</li> <li>• Parent signature for withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>• 2- 4 meetings annually</li> <li>• Ongoing</li> </ul>

**GATE Placement Committee:** This advisory committee is a body of district professionals including: administrators, psychologists, classroom teachers, GATE coordinators, members of the GATE Advisory Committee.

**SECTION 3: CURRICULUM AND INSTRUCTION**

**GOAL: 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.**

**CURRENT STATUS:** SLVUSD staff has participated in professional development on Differentiated Instruction; however, the GATE Advisory Team noted that practice in classrooms is not consistent and not necessarily research based. Classroom experience for gifted students focuses on enrichment and extension; teachers know their students well and seek to find ways to engage them in meaningful learning. Some students are given “next grade level” assignments to challenge them in math. Teachers will use flexible grouping to address the needs and strengths of all learners in core subjects. Many teachers assign projects that are aligned with content standards to bring creativity and higher level thinking to an assignment. The students at elementary and middle school sites participate in pull out activities that occur during and after school. There is a designated day that GATE students participate in group activities at the elementary sites. Students are encouraged to participate in academic competitions (spelling bees, geography bees, math competition). One site has a television station that students write, produce and perform in weekly newscasts. At the middle school, students participate in book clubs, Destination Imagination, academic competitions and other enrichment activities.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE
<p>3.1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>	<ul style="list-style-type: none"> <li>• To provide quality differentiated classroom instruction, teachers will regularly participate in professional development . An emphasis will be placed on research based strategies.</li>   <li>• To provide professional development for administrators in differentiated instruction in order to monitor and support classroom practice and services to gifted students.</li>   <li>• Time will be provided for the GATE coordinator to meet with classroom teachers for planning and monitoring of differentiated instructional strategies and the support of gifted students.</li>   <li>• To meet or exceed state core content standards, compacted core curriculum will be created and provided to students. Flexible grouping and other activities will be orchestrated throughout the</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Sign in sheets</li> <li>• Conference information</li>   <li>• Handouts</li> <li>• Sign in sheets</li> <li>• Conference information</li> <li>• Teacher observations</li>   <li>• Observation</li> <li>• GATE Advisory Committee discussion/minutes</li>   <li>• Grade level, department and vertical planning</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2007 and ongoing</li>   <li>• Fall, 2007 and ongoing</li>   <li>• Fall, 2007 and ongoing</li>   <li>• Fall, 2007 and ongoing</li> </ul>

	<p>school day so that learning experiences are developmentally appropriate and not redundant for K – 12 gifted students.</p>	<ul style="list-style-type: none"> <li>• Parent survey</li> </ul>	
<p>3.2 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>	<ul style="list-style-type: none"> <li>• To extend core curriculum and develop critical and creative thinking, all instructional materials adopted and used in the classroom must include strategies and activities for differentiated instruction specific to gifted students.</li> <li>• To support the emotional and social needs of gifted students, sites will develop life skills programs for classroom and school wide participation.</li> <li>• Parent education will include information about differentiated instruction and the life skills programs</li> <li>• District and site plans in: technology, curriculum, library and instructional materials will support the GATE program by providing resources that enhance and enrich differentiated instruction. Site plans will include supporting GATE programs and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Council</li> <li>• Board Approval</li> <li>• Textbook Adoption Committee</li> <li>• Program implementation</li> <li>• Parent and student surveys</li> <li>• Discipline records</li> <li>• Counselor feedback</li> <li>• Post secondary feedback from students</li> <li>• Agenda</li> <li>• Handouts</li> <li>• Single Plan for Student Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Science, 2007</li> <li>• Math, 2008</li> <li>• ELA, 2009</li> <li>•</li> <li>• K – 5 sites: 2007-2008</li> <li>• 6 – 8: 2007-2009</li> <li>• Surveys and feedback: 2007 and ongoing</li> <li>• 2007 and ongoing</li> <li>• Minimum of 2 District parent meetings per year</li> <li>• Fall, 2007 and annually</li> </ul>

	<ul style="list-style-type: none"> <li>• To develop and support a scope and sequence for the gifted program, participants in the GATE Advisory Committee and site level GATE groups will create an articulated K – 12 plan that reflects the developmental and academic strengths and needs of students.</li>   <li>• Professional development will include a focus on grouping and a variety of strategies and classroom organization that will support acceleration as well as direct instruction.</li>   <li>• GATE coordinator will work with teachers to plan for instruction that includes group instruction and supports the Individual Learning Plan for each student.</li> </ul>	<ul style="list-style-type: none"> <li>• Scope and Sequence for Gifted Education</li>   <li>• Agenda for Staff Development</li> <li>• Materials provided to staff</li> <li>• Classroom observation</li> <li>• Professional Learning Community</li>   <li>• Coordinator feedback</li> <li>• Administrator Observation</li> </ul>	<ul style="list-style-type: none"> <li>• 2007-2009: Initial creation and revision</li>   <li>• 2007-2008 and ongoing</li> <li>• Staff Development Days: 3 times per year</li> <li>• Late start meetings: Monthly</li>   <li>• Monthly meetings beginning in Fall, 2007 and ongoing</li> </ul>
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<p>3.2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</p>	<ul style="list-style-type: none"><li>• Teachers will work collaboratively to develop flexible grouping and differentiated activities for students in the core curriculum areas.</li><li>• GATE Coordinators will seek out and introduce community mentors to work with GATE students.</li><li>• GATE funds will be used to purchase materials for classroom differentiated curriculum and activities, including software and hardware.</li></ul>	<ul style="list-style-type: none"><li>• Grade level and dept. meeting notes</li><li>• Administrator observation of lessons</li> <li>• GATE Advisory Notes</li><li>• Site newsletters</li><li>• GATE parent meeting notes</li> <li>• SPSA Plans</li></ul>	<ul style="list-style-type: none"><li>• 2007 and ongoing</li> <li>• 2007-2008 – building a directory and initial site visits</li><li>• 2008 and ongoing – mentorships continue</li> <li>• Fall, 2007 and ongoing</li></ul>
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**SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT**

**GOAL: 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.**

**CURRENT STATUS:** The SLVUSD staff is a group of professionals who continuously monitor the social and emotional development and health of their students. Although historically there have not been formal programs or processes to support GATE students at sites, staff has worked diligently with parents to support all students who are at risk emotionally and academically.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE
<p>4.1: Actions to meet the affective needs of gifted students are ongoing</p>	<ul style="list-style-type: none"> <li>• To provide training and information about the identification and nomination process, including the characteristics and behavior of gifted students, to all staff.</li>   <li>• Part of the focus for the high school GATE program will be to create a process for supporting GATE students in the following areas:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Career and college options that includes mentoring and pre-college opportunities.</li> <li><input type="checkbox"/> Social and emotional needs provided by trained personnel.</li> <li><input type="checkbox"/> Intervention for at-risk and underachieving GATE students. The high school will collaborate with the site counselors and community resources to provide opportunities and appropriate support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Information packet for staff</li> <li>• Training notes and agenda</li> <li>• Roster and sign in</li>   <li>• High School GATE Plan</li> <li>• SLVHSD SPSA</li> <li>• Process documentation</li> <li>• Information for students, parents, staff, community members</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2007</li>   <li>• Completed by Fall, 2008</li> <li>• Activities towards planning and process, Fall, 2007</li> </ul>

	<ul style="list-style-type: none"><li>• Staff will be provided GATE Individual Learning Plans that will include particular needs of each student in the areas of emotional, social and academic support. Documentation of support services will be included so that students and families will receive consistent support and services.</li><li>• K – 8 sites will utilize the Youth Services counseling services and the SST team to provide support and resources for at risk and/or underachieving GATE students. The site GATE coordinator will provide information and resources for teachers and parents to assist at-risk GATE students and their families.</li></ul>	<ul style="list-style-type: none"><li>• GATE Individual Learning Plans</li><li>• GATE coordinator notes/schedule</li><li>• Parent and staff information about services</li></ul>	<ul style="list-style-type: none"><li>• ILP created at September, 2007 GATE Advisory Team meeting</li><li>• Revision and completion of ILP annually through 2010</li><li>• Information shared by coordinators by December, 2007</li><li>• Parent and staff information by Spring, 2008</li><li>• Annual information shared with staff and parents. Updated annually.</li></ul>
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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>	<ul style="list-style-type: none"><li>• The District GATE Advisory Team will schedule a professional development opportunity for GATE coordinators, administration, site counselors focused on at risk gifted students – symptoms, interventions, resources and intervention plans. Topics will include: underachievement, symptoms of depression and anxiety, suicide, substance abuse. Site coordinators will provide training at each site for teachers.</li><li>• Sites and district will coordinate parent education opportunities to inform families about behaviors, interventions and resources for at-risk GATE students.</li></ul>	<ul style="list-style-type: none"><li>• Information packet and training notes</li><li>• Site information packets and agendas</li><li>• GATE Advisory notes and discussion</li><li>• Training evaluation and feedback.</li></ul> <ul style="list-style-type: none"><li>• Newsletter and invitations</li><li>• Information and notes for parents</li><li>• Evaluation of training</li></ul>	<ul style="list-style-type: none"><li>• District training by December, 2007.</li><li>• Site training by March, 2008</li></ul> <ul style="list-style-type: none"><li>• 6 – 12 Parent Education before December, 2007.</li><li>• K – 5 Parent Education by Spring, 2008.</li><li>• After Spring, 2008, sites will develop an annual training for parents.</li></ul>
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**SECTION 5: PROFESSIONAL DEVELOPMENT**

**GOAL: Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students.**

**CURRENT STATUS:** There has been district and site level professional development on the topics of gifted education and differentiated instruction. One coordinator has earned the Certificate of Gifted Education; one teacher earned a Master’s Degree in Education with a focus on assessment for gifted identification.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE
<p>5.1: The district provides professional development opportunities related to gifted learners on a regular basis.</p>	<ul style="list-style-type: none"> <li>• An annual survey for teacher needs in the areas of differentiation and gifted education will be provided and analyzed by the district GATE advisory team. Results of the survey will determine professional development for the year.</li> <li>• Sites and the district will coordinate funds and time to provide professional development for all staff. The intent will be to find people with expertise and knowledge in the area of gifted education.</li> <li>• Professional development will include differentiated instruction for teachers to meet the needs and interests of different levels of teacher competency.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Analysis findings and professional development planning by GATE Advisory Team</li>   <li>• Agenda for professional development</li>   <li>• Agenda and resources for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2007 and annually</li> <li>• Fall, 2007 and annually</li>   <li>• Spring, 2008 and ongoing as defined by survey results</li>   <li>• Spring, 2008 and ongoing.</li> <li>• Site level professional development and district events - 2007-2008 and ongoing</li> </ul>

	<ul style="list-style-type: none"><li>• Teachers will evaluate professional development. The feedback will be analyzed by the GATE Advisory Team to measure effectiveness and determine future training events. Teachers will share strategies and activities that they created as a result of training. Grade levels/departments and whole staff sharing will be coordinated by site administration.</li><li>• The District will encourage staff to participate in professional development in the areas of gifted education/differentiated instruction.</li><li>• A process to qualify teachers to teach gifted students will be investigated.</li></ul>	<ul style="list-style-type: none"><li>• Evaluation feedback</li><li>• GATE Advisory summary of feedback</li><li>• Administrative sharing of site activities at Admin Meetings</li> <li>• Flyers and information</li><li>• Administrative reports to GATE Advisory, Board, Admin. Council</li> <li>• GATE Advisory Team agenda and notes.</li> <li>• Training notes, if applicable</li></ul>	<ul style="list-style-type: none"><li>• After each professional development event, starting in 2007-2008.</li> <li>• Fall, 2007 and ongoing</li> <li>• Spring, 2008 and ongoing</li></ul>
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<p>5.2: District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p>	<ul style="list-style-type: none"> <li>• The District GATE Advisory will create a professional development roll out plan for teachers, administrators, support staff, coordinators, and counselors. The plan will include the district wide training in gifted education. The plan will also focus on training 1 – 3 people per site each year in gifted education beyond the district wide training.. These participants will share information and resources with their site staff. The initial group of participants will be coordinators and administrators.</li> <li>• The site Coordinator will provide ongoing professional development and resources to their staff throughout the year.</li> <li>• The district GATE Advisory Team will identify support personnel inside and outside of the district with expertise in meeting the needs of gifted learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning notes</li> <li>• GATE Advisory Team notes of conferences and trainings</li> <li>• Site meeting notes and resources</li> <li>• List of participating teachers and trainings attended.</li> </ul> <ul style="list-style-type: none"> <li>• Site meetings agenda</li> <li>• Information/ notes</li> </ul> <ul style="list-style-type: none"> <li>• GATE Advisory notes and resource guide</li> </ul>	<ul style="list-style-type: none"> <li>• Plan created by December, 2007</li> <li>• Training resources and reports 2007-2008 and annually.</li> </ul> <ul style="list-style-type: none"> <li>• 2007 -2008 and ongoing</li> </ul> <ul style="list-style-type: none"> <li>• Spring, 2008 and annually update by Fall of that year.</li> </ul>
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**SECTION 6: PARENT AND COMMUNITY INVOLVEMENT**

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

**CURRENT STATUS:** Sites have established GATE Parent Advisory meetings for their parents and community. Parent education and current learning opportunities are highlighted at meetings. Parents of nominated students in 4<sup>th</sup> grade are given information about site enrichment opportunities. Students who participated in Destination Imagination presented their project to the Board and the community this year in an effort to highlight outstanding student performance. Students who participated in the county science fair were showcased to the Board and community as well. Students who participated (and won!) in math, spelling, speech and geography competitions were honored in school newsletters and the community newspaper.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE
<p>6.1: Open communication with parents and the community is maintained.</p>	<ul style="list-style-type: none"> <li>• Revise the parent letter to students who are assessed for GATE. Information about the assessment, results, student strengths and needs, and program options are included.</li> <li>• Parents of newly identified students will be given information about the program and in class support of gifted students. Orientation of support and program options will take place during the Individual Learning Plan meeting with parents.</li> <li>• GATE Plan will be posted on the district website for parent and community perusal and reference.</li> <li>• GATE application will be presented to the Board. Revisions and annual updates will be presented each spring.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent letter revisions.</li> <li>• Parent information letter</li> <li>• ILP</li> <li>• GATE plan on SLVUSD website</li> <li>• Board Agenda and notes</li> </ul>	<ul style="list-style-type: none"> <li>• May, 2007</li> <li>• Fall, 2007</li> <li>• Ongoing annual revision, if appropriate</li> <li>• Fall, 2007 and ongoing</li> <li>• Fall, 2007 (?) after state approval. Annual updates.</li> <li>• June 20, 2007. Annual presentations of plan/revisions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sites will invite parents to the GATE Advisory meeting. The GATE plan will be shared with parents annually at this meeting. At the spring meeting, parents and students will be given an opportunity to discuss the program and give input through a survey.</li> <li>• District and site GATE Advisory Teams will discuss community involvement opportunities and seek out opportunities to utilize the talents of parents and community mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• GATE Advisory Team Agenda and Notes</li> <li>• Parent and student GATE survey</li>   <li>• GATE Advisory meeting</li> </ul>	<ul style="list-style-type: none"> <li>• 2007-2008 school year and ongoing</li> <li>• Spring, 2008</li>   <li>• 2007-2008 school year and ongoing</li> </ul>
<p>6.2: An active GATE advisory committee with parent involvement is supported by the district.</p>	<ul style="list-style-type: none"> <li>• Parent GATE Advisory meetings will take place at least four times annually at all sites.</li> <li>• Parent meetings will include education about gifted children and the district’s program options. Regular opportunities for parent input and communication will also be emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>• Site GATE Advisory Agenda and notes</li> <li>• Meeting notes</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• 2007 -2008 – four times during the year.</li> </ul>

	<ul style="list-style-type: none"> <li>• District coordinator will organize parent education, and professional development for staff and community. An emphasis will be on the emotional and social needs of gifted students. Program options and information about the needs of gifted students will also be included. The GATE plan will also be presented. Annual review of the plan will be part of the district meetings. Parent representatives will give input and sign the plan as evidence of parent involvement.</li> <li>• District and site coordinators will use district GATE Advisory meetings to review the participation of parents on School Site Council, GATE Advisory, District Curriculum, Council and other avenues for parents. Part of the analysis will include parents of twice exceptional and/or minority/second language families.</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts and agendas</li> <li>• Signature of parent rep for GATE plan and revisions</li>   <li>• SSC/DCCC/GATE Advisory roster</li> </ul>	<ul style="list-style-type: none"> <li>• Spring, 2008 and ongoing.</li>   <li>• 2007-2008 and ongoing</li> </ul>
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**SECTION 7: PROGRAM ASSESSMENT**

**GOAL: 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.**

**CURRENT STATUS:** The GATE Advisory convened during the 2006-2007 school year to begin articulation between sites and to review the current district program. The outcome of these meetings was a commitment on the part of staff throughout the district to continue meeting as an Advisory Team with the purpose of: creating a new identification process (including a new assessment for student identification), creating a consistent and articulated K – 12 program, establishing an advisory group for the district and for sites (including parents and students) to use as an avenue of parent education and program monitoring and evaluation.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE
<p>7.1: The district provides ongoing students and GATE program assessment that is consistent with the program’s philosophy, goals and standards.</p>	<ul style="list-style-type: none"> <li>• The GATE Advisory Team will meet regularly to discuss/analyze the program and analyze student achievement. Results of the analysis will be shared with sites, GATE Parent meetings and the Board at least once per year.</li> <li>• Recommendations and next steps established by the GATE Advisory Team and the feedback from the GATE Parent meetings will be considered and used as part of the annual revision of the GATE plan.</li> <li>• The GATE plan will be annually reviewed to measure progress towards goals. The review will include the state rubric for program quality as a means to measure the program. The information will be shared with sites and the Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory Team Agenda and notes</li> <li>• Results and planning notes.</li>   <li>• GATE Parent meeting notes which include feedback.</li>   <li>• GATE Plan Revision document</li> <li>• Board agenda and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2007 and ongoing meetings.</li>   <li>• Spring, 2008, 2009, 2010</li>   <li>• Spring, 2008, 2009, 2010</li> </ul>

	<ul style="list-style-type: none"><li>• Student performance in class and in specialized program events will be reviewed by classroom teachers and site coordinators. The Individual Learning Plan will include student performance information (rubrics, CST, questionnaires, performance reflection tools) to establish goals for students.</li><li>• District will conduct annual surveys to staff, students and parents for feedback about the program and its ability to meet the needs of students and staff. Trends in data will be used to reflect on current program practices and revise elements of the program that are seen as not meeting the needs of gifted students. Plans for implementation will be created by the District GATE Advisory Team and shared with sites and the Board annually.</li></ul>	<ul style="list-style-type: none"><li>• ILP information</li><li>• Student performance data</li> <li>• GATE survey, created by district GATE Advisory Team</li><li>• Survey results</li><li>• Revision plans</li><li>• Board Agenda and Notes</li></ul>	<ul style="list-style-type: none"><li>• Fall, 2008 and annual follow up</li> <li>• Spring, 2008, 2009, 2010</li></ul>
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**SECTION 8: BUDGET**

**GOAL: District budgets for gifted programs support and provide for all the components of the district’s GATE program and meet the related standards.**

**CURRENT STATUS:** The GATE budget is one of the biggest challenges facing SLVUSD. Funds over the past three years allocated for GATE have declined as the numbers of students and program elements increase. The GATE Advisory Committee began to have conversations about how to best use the limited resources provided by the GATE budget so that gifted students are best served. There is a commitment on the part of sites and the district to find ways to support gifted students and staff.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE
<p>8.1: The district GATE budget is directly related to the GATE program objectives with appropriate allocations.</p>	<ul style="list-style-type: none"> <li>• GATE Advisory Team will create roles and responsibilities for coordinators, staff, administrators, and district to maintain a consistent program.</li> <li>• GATE Advisory Team will work with sites, district and the Board to review funding for gifted education and professional development. The result of the review will be to prioritize program elements and expenditures to maintain a quality program. A focus for 2007-2008 will be to shift the funding from assessment costs to professional development and direct student services.</li> <li>• Funding allocations will be prioritized and focused on:                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> professional development</li> <li><input checked="" type="checkbox"/> direct student services</li> <li><input checked="" type="checkbox"/> district/site coordination</li> <li><input checked="" type="checkbox"/> student identification</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Roles and responsibilities matrix</li> <li>• Notes from GATE Advisory Team discussion of funding</li> <li>• Single Plan for Student Achievement from all sites</li> <li>• Identification Plan that will include a process for student assessment with lowering costs</li> <li>• Site GATE plans</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2007 and ongoing revisions and updates</li> <li>• 2007-2008</li> <li>• Spring, 2008</li> <li>• Fall, 2007 and annual plans</li> </ul>

	<ul style="list-style-type: none"><li>• Establish a site coordinator position at each site to monitor and support staff and students while working with the district in maintaining a GATE program that is outlined in the plan. The GATE Advisory team will discuss how to create and support a district GATE Coordinator position.</li><li>• GATE funds are allocated to sites based on ADA. Carry over amounts are minimal. District will ensure that carry over amounts and indirect costs are appropriate and follow state limitations. Any carry over amounts will have a clear plan for use.</li></ul>	<ul style="list-style-type: none"><li>• Site Coordinator position – description and stipend approved by Board</li><li>• Advisory Team notes on district coordinator position.</li><li>• GATE budget documents and GATE plan revisions</li></ul>	<ul style="list-style-type: none"><li>• 2007-2008</li><li>• 2007-2008</li><li>• 2007-2008 and annual revision.</li></ul>
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## **EDUCATION CODE**

### **SECTION 52200-52212**

52200. (a) The Legislature finds and declares that it is in the public interest to support unique opportunities for high-achieving and underachieving pupils in the public elementary and secondary schools of California who are identified as gifted and talented. The Legislature further declares its intent that special efforts be made to ensure that pupils from economically disadvantaged and varying cultural backgrounds be provided with full participation in these unique opportunities.

(b) In addition, it is the intent of the Legislature to improve the quality of existing programs for gifted and talented pupils and to provide for experimentation in the delivery of the programs, including a variety of programmatic approaches and cost levels. It is also the intent of the Legislature to provide for the identification of gifted and talented pupils by individual school districts in a variety of ways so long as this does not serve to diminish the quality of programs for individual pupils.

(c) The Legislature is committed to the belief that programs for gifted and talented pupils should include all of the following:

(1) Differentiated opportunities for learning commensurate with the gifted and talented pupil's particular abilities and talents.

(2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials.

(3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others.

(4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards.

(5) Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment.

(6) Elements that help gifted and talented pupils develop realistic, healthy self-concepts.

52201. (a) "Gifted and talented pupil," as used in this chapter, means a pupil enrolled in a public elementary or secondary school of this state who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability as defined pursuant to Section 52202.

(b) "Highly gifted pupil" means a gifted and talented pupil who has achieved a measured intelligence quotient of 150 or more points on an assessment of intelligence administered by qualified personnel or has demonstrated extraordinary aptitude and achievement in language arts, mathematics, science, or other academic subjects, as evaluated and confirmed by both the pupil's teacher and principal. Highly gifted pupils shall generally constitute not more than 1 percent of the pupil population.

(c) "Program" means an appropriately differentiated curriculum provided by a district for gifted and talented pupils which meets the standards established pursuant to this chapter, and also includes the identification of these pupils.

(d) "Participating pupil" means a pupil identified as a gifted and talented pupil who takes part in a program for at least one semester of a school year.

52202. For the purposes of this chapter, the demonstrated or potential abilities that give evidence of high performance capability shall be defined by each school district governing board in accordance with regulations

established by the State Board of Education. Each district shall use one or more of the following categories in defining the capability: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education pursuant to Section 52203. Each governing board shall also consider identifying as gifted or talented any pupil who has transferred from a district in which he or she was identified as a gifted and talented pupil.

52203. The State Board of Education shall maintain regulations governing the following areas:

- (a) Procedures that school district governing boards shall use in identifying gifted and talented pupils who are eligible for the program and in providing programs pursuant to this chapter.
- (b) Definitions of special day classes, part-time grouping, enrichment activities, cluster grouping, independent study, acceleration, postsecondary education opportunities and other programs that the State Board of Education deems appropriate.
- (c) Establishment of allowable indirect cost expenditures that may be funded by gifted and talented program funds.
- (d) Other areas that the board deems necessary to implement fully the intent and provisions of this chapter.

52205. The Superintendent of Public Instruction shall:

- (a) Apportion funds pursuant to this chapter to each district for which an application to offer programs pursuant to this chapter has been approved by the State Board of Education according to this chapter and regulations adopted by the board.
- (b) Assist school district governing boards, upon their request, to design, implement, and evaluate programs funded under this chapter.
- (c) Ensure that the expenditure of funds authorized for programs pursuant to this chapter is consistent with this chapter.
- (d) Encourage the development of locally designed, innovative programs for gifted and talented pupils.
- (e) Assist districts in the development and implementation of staff development programs related to gifted and talented pupils.
- (f) Encourage the development of procedures that assure the ongoing participation of parents of gifted and talented pupils in the planning and evaluation of programs funded pursuant to this chapter.

52206. (a) The governing boards of school districts that elect to provide programs pursuant to this chapter may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings, consistent with the regulations of the State Board of Education. These programs shall 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 using such strategies as independent study, acceleration, postsecondary education, and enrichment.

(b) Each participating governing board shall determine the most appropriate curricular components for participating pupils within its district.

(c) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the performing and visual arts, each participating governing board shall concentrate part of its curriculum on providing participating pupils with an academic component and, where appropriate, with instruction in basic skills.

52207. Subject to any terms and conditions that may be agreed upon, each governing board providing programs pursuant to this chapter may contract with another school district to furnish programs or may contract to educate pupils living in other districts.

The county superintendent may, with the approval of the county board of education and the governing board of the school district involved, provide programs pursuant to this chapter, and transportation therefor, for gifted and talented pupils who reside in any school district. For these purposes, the terms "school district" and "governing board of a school district," as used in this chapter, shall be deemed to include the county superintendent of schools.

52209. The governing board of any school district that provides a program for gifted and talented pupils pursuant to this chapter may:

(a) Conduct programs, seminars, and classes for gifted and talented pupils within or without the boundaries of the school district and, for that purpose, employ instructors, supervisors, and other personnel and provide necessary equipment and supplies.

(b) Transport or arrange for transportation of pupils to or from educational institutions where regularly scheduled programs and classes are being conducted. Attendance of pupils at these programs, seminars, and classes shall be included in computing the average daily attendance of the district for the purposes of apportionments from the State School Fund. Funds provided in support of this chapter shall be used solely for the purposes of this chapter. Allowances provided in any fiscal year but not expended in that year may be expended in subsequent fiscal years.

52210. The governing board of a school district, in providing programs pursuant to this chapter, may enter into agreements with a county superintendent of schools to conduct programs for gifted and talented pupils enrolled in the schools of the district.

52211. The Superintendent of Public Instruction shall, beginning in the 2001-02 school year, apportion funds to school districts pursuant to the provisions of this section. The superintendent shall perform the following calculations:

(a) Divide the total funding available for gifted and talented education (GATE) by the statewide total units of average daily attendance in kindergarten and grades 1 to 12, inclusive, at the second principle apportionment of the prior year, for all school districts participating in the GATE program in the current year.

(b) Multiply the dollar amount computed in subdivision (a) by the average daily attendance at the second principle apportionment of the prior year for each participating school district.

(c) No school district with fewer than 1,500 pupils in average daily attendance shall receive less to support its GATE program than two thousand five hundred dollars (\$2,500) or the amount it received in 1998-99, whichever is greater.

(d) No district shall receive less per average daily attendance than the amount it received per average daily attendance in the 1999-2000 school year.

(e) The dollar amount in subdivision (c) shall be increased annually by the percentage inflation adjustment provided to the revenue limits of unified school districts of over 1,500 pupils in average daily attendance.

52212. (a) (1) Each applicant school district shall submit an application for approval for a proposed program for gifted and talented pupils to the State Board of Education. The application shall be submitted in the form and manner prescribed by the Superintendent of Public Instruction. An application shall be approved for a period of one, two, or three years, or denied, based on the quality of the plan, in accordance with criteria adopted by the State Board of Education. Those criteria shall be reviewed by the board at least once every four years and shall address, but are not limited to, the elements of program design, identification, curriculum and instruction, social and emotional development, professional development, parent and community involvement, program assessment and budgeting. The application shall include budget information including separate data on identification and program costs, and any other data required by the Superintendent of Public Instruction to administer and evaluate the program effectively. Each time a school district submits an application for renewal of its GATE authorization, the school district shall submit a program assessment in accordance with criteria adopted by the state board.

(2) Each participating governing board shall maintain auditable records.

(3) Each applicant school district shall designate, in its application to the State Board of Education, a person with responsibility for the development, identification procedure, and implementation of the local program for gifted and talented pupils, fiscal management, and the collection of auditable records for the independent evaluation.

(4) Applications for district programs shall be developed by the State Department of Education and made available to districts no later than April 1 of each year. The application shall not be part of the consolidated application.

(b) Notwithstanding subdivision (a), the state may approve an application for a period of five years, if following a site validation of the application by the department, it determines that the districts' program for gifted and talented pupils is exemplary.

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