Gifted and Talented Education (GATE) Program Application

Send original to be postmarked by June 15, 2007, to:
GATE Program
Mathematics and Science Leadership Office
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814-5901
Information:
Application: (916) 323-5847 Program: (916) 323-5505

LEA Name and Mailing Address:
Western Placer Unified School District
810 J Street
Lincoln CA 95768
County: Placer
County-District Code: __31- 66951___ ____

Person Completing Application:
Printed Name: Mary Boyle
Title: Assistant Superintendent Education Services
Phone: 916-645-6350 Ext.: _____
Fax: 916-645-6356 E-mail: boylemar@wpusd.k12.ca.us

Local Governing Board Approval:
The local governing board has determined the most appropriate educational program for participating students (California *Education Code [EC]* Section 52206).

Date or anticipated date of local governing board approval of GATE application: June 5, 2007

Superintendent's Signature and Certification:
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.

Scott Leaman
Printed Name of Superintendent
Phone: 916-645-6350 Ext.: _____
Fax: 916-645-6356 E-mail: s_leaman@wpusd.k12.ca.us

Signature of Superintendent Date

Parent Participation:
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]).

Optional: Signature of parent member on District GATE Advisory Committee or School Site Council.

Signature Date

Check all that apply:
- ❑ LEA application includes one or more charter schools
- ❑ GATE included in School-Based Coordinated Programs
- ❑ LEA participates in GATE Consortium: Lead _____
- ❑ Indirect costs do not exceed 3 percent.

District Enrollment: 5608 **Number of GATE Students:** 167
Grade Levels: K-12 __ K-8__K-6 __ 9-12 ___Other : Grades 2 - 12

For CDE Office Use Only:
- ❑ Budget explanation
- ❑ Excessive carryover
- ❑ Meets Standards for: 1-Year 2-Year 3-Year 5-Year
- ❑ Denied _____
- ❑ Resubmitted _____

Reviewer(s) _____ Date _____

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Proposed Budget Plan for 2007-08				
Code	**Classification**	**GATE Apportionment**	**Other Funding**	**Explanation**
1000	Certificated Personnel Salaries	19,000 4,000		Teachers for enrichment after-school programs at each of 11 school sites; Site GATE Coordinators for specialized programs such as Odyssey of the Mind, Science Olympiad and History Day
2000	Classified Personnel Salaries	0		
3000	Employee Benefits	7000		Statutory payroll for certificated salaries above
4000	Book and Supplies (including computer software)	3956		Supplies for GATE sponsored after-school program and middle school/high school enrichment activities
5000	Other Services and Other Operating Expenditures	7000		Fees for Odyssey of the Mind and other similar competitions; Consultant Fees for GATE staff development
	Subtotal	**40956**		
6000	Other Capital Outlay (including computer equipment)	0		
7000	Indirect Costs (maximum of 3 percent, excludes Capital Outlay)	1266		
	TOTAL PROPOSED BUDGET	**42222**		
	Amount of GATE Carryover funds and description of how carryover will be spent	10000		Carryover funds will be used to expand and support our current GATE after-school offerings for students; see above.

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

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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.

PROGRAM SERVICES (Select at least one)	**Primary**	**Upper Elementary**	**Middle School**	**High School**
Special Day Classes:	X	X	X	
Part-time Groupings:	X	X	X	X
Cluster Groupings:	X	X	X	X
OTHER PROGRAM SERVICES				
Acceleration:	X	X	X	X
Honors:				X
Advanced Placement:				X
International Baccalaureate:				
Independent Study:				
Postsecondary Education:				X
Enrichment (Pull-out/Before/After School/Saturday Classes):	X	X	X	
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils				
Other (i.e., Special Counseling, Instructional Activities, Seminars):				

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 _X__	High Achievement __X__	Specific Academic Ability ____	Leadership Ability ____
Creative Ability __X	Visual and Performing Arts ____	Other ____	

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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)

Western Placer Unified School District is growing quickly, having doubled in size in the last few years to now serve a population of approximately 5000 students in grades K – 12. Our students are diverse – approximately 25% are Hispanic, 66% White; 3% Asian; and 2% African American. Family incomes cover a wide range, with 35% of our families qualifying for free and reduced lunch. Many languages are represented in our student body, with 12% of our students being English Learners, the majority speaking Spanish, with other languages being represented as well (Punjabi, Portuguese, Korean, Russian, Ukranian, and more.) Geographically, WPUSD is the largest district in Placer County and includes both a downtown area, suburban "fast-growth" areas and country farms. There are currently six elementary schools (K – 5) with a seventh opening in 2007 – 2008; two middle schools; one comprehensive high school; and one alternative high school. One of the elementary schools is a country school with 95 students in K – 5.

The WPUSD GATE program includes special day classes, part-time groupings and cluster grouping within classes. In 2007 – 2008, we are expanding our self-contained 3rd – 5th grade GATE special day class, to become The Elementary Academy. The Elementary Academy will consist of two (and possibly three) special day classes of GATE and High Achieving students: one 3rd grade class and a combination 4th/5th grade class. (The 4/5 combo class may very likely split into two classes, one fourth grade and one fifth). Our 6th – 8th Performing Arts Academy (a looping program for 96 middle school students) will continue to serve GATE and High Achiever students. Parents at the elementary and middle school levels have the option of keeping their child in a regular classroom with GATE clustering, part-time grouping or accelerated curriculum experiences, or choosing the special day class option through The Elementary Academy or the Performing Arts Academy.

Another GATE program expansion planned for 2007 – 2008, is the After-School Enrichment Program. Each of the district's eleven schools will be allocated a minimum of $2500 to support after-school enrichment GATE programs, with GATE students having highest priority for enrollment. These classes will be patterned after the successful Glen Edwards Middle School PEP Program – Panther Enrichment Program, featuring a series of short-term (4 – 6 week) after-school classes in such topics as Chess, Forensics, Sign Language, Guitar, Video Editing, depending on interest of students and expertise of teachers. Teachers will be paid an hourly wage for such classes, and necessary supplies will be provided. Additionally, the GATE program will sponsor state and nationally recognized enrichment programs such as Odyssey of the Mind, Science Olympiad, History Day and Continental Math League, providing an additional opportunity for GATE student priority involvement. Coordinators for these programs will be paid an hourly wage.

The WPUSD GATE program includes opportunities for students to be identified as GATE based on parental and teacher input; academic testing; intelligence and non-verbal intelligence testing; and high achievement. Supervision of the GATE program is the responsibility of the Assistant Superintendent of Educational Services and the governing Board. GATE Advisory committees are in place at each site, functioning through the Site Based Leadership Team. The GATE program is introduced to parents through the district website, district mailings, information on GATE testing and word-of-mouth. During the 2007 – 2008 school year, an emphasis will be placed on staff

development for differentiated instruction. Teachers will have the opportunity to attend a series of workshops to become certified GATE instructors.

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])

The WPUSD GATE Program reflects the State Board of Education Recommended Standards for Programs for Gifted and Talented Students. The program has been developed and refined through the input of students, parents, teachers and the local Board of Education. The GATE program is included on the District website, and with the guidance of the State Academic Performance Standards, our GATE students continue to be challenged in their various ability areas: creative, leadership, intellectual, visual and performing arts.

The GATE program is reviewed and approved by the local Board of Education and exceeds state content standards. Students in the GATE program generally are performing at one year or more above grade level in math and/or reading/language arts. All GATE program classes are based on the state approved content standards, with opportunities for curriculum compacting and acceleration. All site-level School Based Leadership Teams include GATE parents, educators and community members and function as the local GATE advisory committee, meeting monthly.

The administrative groupings for students include cluster classrooms at all grade levels, 2 – 12, and self-contained special day classes. The self-contained elementary 3rd – 5th grade classroom at First Street School has been expanded for 2007 – 2008 to become "The Elementary Academy" - a special day class at third grade and a 4th/5th grade special day class for GATE/HA students. The 4th/5th grade class is expected to split into two separate special day classes because interest in the program has been so high. An elementary band program is slated to begin in the 2007 – 2008 school year at First Street School, with an emphasis on having GATE and High Achiever identified students enroll in the program. The other option for elementary GATE students is to be involved in cluster classrooms at their grade level, in which GATE-identified students are clustered; and to participate in flexible grouping.

The middle school Performing Arts Academy (PAA) program at Glen Edwards Middle School will be starting its sixth year of operation. Students in the PAA take classes from three teachers for three years, looping through the program. One math, one science and one language arts/social science CORE teacher share the teaching of three grade-level groups of GATE/HA students in sixth, seventh and eighth grades. Those students are all at least one year advanced in their mathematics course of study and take band initially as their elective class. Students in the Performing Arts Academy find a "marriage" of music/arts and academics and have established a record

for extremely high achievement and parental/student satisfaction. The new Elementary Academy will continue to feed the middle school Performing Arts Academy. Also available at the middle school level is cluster grouping of GATE students within regular classes and short-term groupings.

At the high school level, Honors and AP courses are available to GATE and high achieving students. Classes include AP Biology and Physics, Honors English, AP Calculus and Honors World History. Additionally, a wide variety of courses in the Arts and Music are available to all students.

During the 2007 – 2008 school year, a series of monthly staff development workshops is planned to increase all teachers' effectiveness in addressing the needs of their advanced learners, utilizing recognized GATE consultants. Differentiated instruction and meeting the needs of GATE students will be the focus of these workshops. During the 2006 – 2007 school year, monthly K – 12 articulation meetings in the areas of language arts and mathematics allowed all teachers to develop a better-articulated program, including the coordination of accelerated classes for GATE and High Achiever students. Mathematics courses at the middle and high school levels, the testing of middle school students for the inclusion in 9th grade Honors English, and uniform End-of-Course Tests for Algebra and Geometry were coordinated and completed through these efforts.. Further monthly articulation meetings are planned for the coming year to further this work toward a well-articulated K – 12 curriculum.

The Coordinator of the GATE program is the Assistant Superintendent of Educational Services. She has provided the monthly articulation meetings, is coordinating the GATE staff development efforts for the coming year and has solicited parental and teacher input into the development of the Elementary Academy and further after-school program offerings for the coming year. At monthly Curriculum and Instruction Meetings and at monthly Management meetings, the GATE program is discussed. The philosophy of our GATE program is reflected in our Mission Statement: "To effectively and creatively educate the Gifted and Talented students of our district; to be aware of the current research being done and to incorporate that research into our curricular development; to challenge our GATE students to reach their full and unbridled potential." The annual District Goals include Quality Student Performance, within which the development of our GATE program is reflected.

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.		
Minimum Standards: One year approval **a.** The plan includes an intellectual component that meets or exceeds state content standards. **b.** The plan incorporates expert knowledge, is approved by the local Board of Education. **c.** The plan aligns with the available resources of the schools, staff, parents, and community. **d.** A GATE advisory committee representing educators, community members, and parents is formed to support the needs of the program.	**Commendable Standards: Two year approval** **a.** The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms. **b.** Participation in the program is not limited by other problems of logistics. **c.** A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.	**Exemplary Standards: Three year approval** **a.** The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.
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.** Administrative groupings and structures for gifted	**Commendable Standards: Two year approval** **a.** A range of appropriate administrative grouping	**Exemplary Standards: Three year approval** **a.** The program structure and delivery of services

education may include cluster grouping, part-time grouping, special day classes and schools. **b.** Program services are integral to the school day. **c.** The program provides for continuous progress and intellectual peer interaction. **d.** The program provides for flexible grouping in the classroom to meet student needs and abilities. **e.** Children in grades kindergarten through grade two are served even if not formally identified.	options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level**.**	provide a balance between cognitive and affective learning.
1:3 The program is articulated with the general education programs.		
Minimum Standards: One year approval **a.** The program provides continuity within the gifted program and with the general education program. **b.** A coordinator is designated for the program. **c.** The program involves the home and community.	**Commendable Standards: Two year approval** **a.** The program is planned and organized to provide articulated learning experiences across subjects and grade levels.	**Exemplary Standards: Three year approval** **a.** The program is comprehensive, structured, and sequenced between, within, and across grade levels, kindergarten through grade twelve. **b.** The program provides support services including counselors and consultants.

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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)

The WPUSD GATE Program includes student identification and program options relative to intelligence, high achievement, creative ability and the performing arts. Students may qualify for the GATE program based on any one or a combination of the following multiple measures: scores of 95%ile or above on the Otis-Lennon School Ability Test; 95%ile or above on the Naglieri Nonverbal Ability Test; 95%ile or above on standardized achievement tests in either math or reading/language arts; Advanced on California Standards Tests; advanced scores on other achievement tests; advanced achievement in multiple academic or creative areas; and teacher/parent recommendation relative to exhibiting GATE characteristics (such as superior vocabulary, accelerated rate of learning new task, superior abstract reasoning ability) in the classroom . Students maintain their GATE status throughout their tenure with WPUSD. Parents are notified of the results of their child's GATE identification process by letter, with specific information included. Students who transfer into the district who are previously GATE identified are considered for the GATE program, utilizing the criteria above. Parents are provided with information about the district's GATE programs through mailings, the district website and newsletters. A brochure about our GATE programs is also available. This spring, The Elementary Academy is hosting a "Meet and Greet" night for parents who are interested in enrolling their child in the program. The Performing Arts Academy hosts parents of prospective students at their annual Open House in the spring.

Parents or teachers may refer a student to the GATE program for possible inclusion, and students may be referred for than once. All children are eligible for the nomination process and the district utilizes traditional and nontraditional instruments and procedures in searching for GATE students. In fact, many English Learners and some Resource Specialist Program students have qualified for our GATE program. Training is provided for administrators and teachers; all certificated personnel attended a GATE training session during our January workshops in 2007. Further training is planned for the 2007 – 2008 school year through a series of workshops presented by a recognized GATE consultant. The names of all students referred to the GATE program and the resulting data are kept at the district office for further reference.

The GATE identification process and instruments are reviewed annually to determine any necessary changes.

2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.		
Minimum Standards: One year approval **a.** All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. **b.** The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services. **c.** Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations. **d.** Students may be nominated for participation more than once. **e.** All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.	**Commendable Standards: Two year approval** **a.** Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel. **b.** The district maintains data on nominees and includes these data in reassessing students who are referred more than once.	**Exemplary Standards: Three year approval** No standards for this section.
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
Minimum Standards: One year approval	**Commendable Standards: Two year approval**	**Exemplary Standards: Three year approval**

a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. **b.** Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. **c.** Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. **d.** Transfer students are considered for identification and placement in a timely manner.	**a.** The identification tools used are reflective of the district's population. **b.** The district makes timely changes in identification tools and procedures based on the most current research.	**a.** Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. **b.** The diversity of the district's student population is increasingly reflected in the district GATE population.
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.		
Minimum Standards: One year approval **a.** Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file. **b.** Upon parent request the district provides identification information the parent may take to a new school or district. **c.** Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.	**Commendable Standards: Two year approval** **a.** Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.	**Exemplary Standards: Three year approval** No standards for this section.

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])

Curriculum at each grade level is available to GATE students that meet their needs for complexity, novelty, depth and acceleration. All curriculum is based on California Academic Content Standards, with opportunities for acceleration where appropriate. Typically, GATE students may be studying a mathematics curriculum that is above their grade level, having mastered their own grade level standards. In the area of language arts, students' readings may be at a higher grade level, while the comprehension and discussion activities are at grade level but at a depth greater than that of the general school population.

The delivery of appropriate curriculum and instruction occurs during the regular school day. Whether the student is in a special day class, an Honors class, a cluster-grouping class or a traditional class with flexible short-term groupings, the GATE student has the opportunity for instruction and curriculum at his/her intellectual level. Lessons are often differentiated to meet the needs of the GATE students. Open-ended assignments such as essays, research reports, portfolios and notebook assessments allow GATE students to develop their ideas at a level commensurate with their intellectual and creative capabilities. Opportunities for acceleration of curriculum occur, with students testing out of some concepts, and moving quickly through others. The Accelerated Reader and Accelerated Math programs are utilized as one method of individualizing curriculum for our GATE and High Achieving Students. The use of technology is also an important part of the curriculum, with both teachers and students making use of Power Point, digital picture and video presentations to add novelty to the program. Discussions are encouraged in GATE classrooms, with Socratic Seminars being a useful tool in language arts and social science classroom, in particular, as students struggle with "big ideas" – concepts such as conflict, ethics in science and justice. Additional opportunities for GATE students are the use of simulations in social science classes and differentiated labs in science classes. Critical thinking, debates, oral presentations, discussion and critical thinking exercises are additional useful tools used by teachers in these classes. A balance between large group instruction, small group work, individual assignments and independent study occurs within the GATE program. There is alignment between The Elementary Academy (elementary grades 3 – 5) and the Performing Arts Academy (middle school grades 6 – 8) and the Honors/AP classes (high school grades 9 – 12), in terms of curricular expectations, curriculum acceleration, class offerings and discussions regarding individual student needs..

With the 2007 – 2008 school year expansion of the after-school offerings for GATE students, experiences such as Odyssey of the Mind, elementary band and History Day will add another level of depth, novelty and creativity to our program. We are excited about this expansion, believing that this will offer our GATE and HA students additional opportunities to develop their creative and intellectual capabilities.

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
Minimum Standards: One year approval **a.** The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. **b.** The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. **c.** The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding). **d.** The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.	**Commendable Standards: Two year approval** **a.** The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. **b.** There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. **c.** The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.	**Exemplary Standards: Three year approval** **a.** A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels kindergarten through grade twelve.
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 scheduled on a regular basis and is integral to the school day. **b.** The differentiated curriculum is taught with appropriate instructional models. **c.** The differentiated curriculum is supported by appropriate materials and technology.	**Commendable Standards: Two year approval** **a.** The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study. **b.** The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study. **c.** An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.	**Exemplary Standards: Three year approval** **a.** The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

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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])

Teachers, parents, administrators and counselors participated in GATE training and information as part of our annual staff development day. Characteristics of gifted learners and their related social and emotional development are discussed at that time. Gifted students receive career and college option counseling at the high school level and participate in the annual Career Day at the high school At the middle school and high school levels, trained school counselors are available to meet the needs of at-risk gifted students, making appropriate referrals as necessary. All counselors are trained in suicide prevention. There is an extensive "at-risk" recognition program in this district, with cooperation and support services offered through community resources. Both behavioral and academic factors are monitored to immediately recognize "at-risk" tendencies. If academic issues are at risk, teachers are trained to closely monitor the student's progress, counsel with the student, and then contact parents, depending on the severity of the situation. An SST team is often convened and the behavior(s) are targeted and addressed, with teacher and parental input. Each school in the district has a commitment to being "bully-free" and has programs in place to assist students who are not feeling part of the school culture. Programs include Peer Assistance, Study Buddies, school counseling and Character Counts. The Elementary Academy, the Performing Arts Academy, Honors and AP classes, and music and programs in the arts have allowed GATE students to "find their niche" and establish peer groups where they can be accepted and their learning styles celebrated.

4:1 Actions to meet the affective needs of gifted students are ongoing.		
Minimum Standards: One year approval **a.** Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development. **b.** Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.	**Commendable Standards: Two year approval** **a.** Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms. **b.** Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.	**Exemplary Standards: Three year approval** **a.** Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate. **b.** Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home, or in the community.
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).		
Minimum Standards: One year approval **a.** Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel. **b.** Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed. **c.** Gifted students considered at-risk receive counseling and support services and are not	**Commendable Standards: Two year approval** **a.** The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.	**Exemplary Standards: Three year approval** **a.** At-risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.

dropped from gifted programs because of related problems. **d.** Information and support are made available to parents regarding at-risk gifted students.		

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])

All teachers participated in a GATE workshop as part of our annual professional development day. This workshop and additional workshops will be presented in 2007 – 2008. During the 2007 – 2008 school year, a series of GATE Professional Development workshops will be offered by a recognized GATE consultant in the areas of GATE identification and characteristics, and differentiated instruction. Additionally, teachers will have the opportunity to visit other area GATE programs.

The 2007 – 2008 professional development plans are based on an assessment of teacher needs. Through our very successful language arts and mathematics articulation monthly meetings, teachers, counselors and administrators have repeatedly given input and requested that training in differentiated instruction be offered to our staffs. This feedback came through beginning-of-year and end-of-year brainstorming sessions with teachers. With the advent of the GATE Workshop Series, feedback sheets will be made available to attending teachers to give input into further training needs. Attendance at these after-hour workshops will qualify teachers for buyback credit – monetary reimbursement for their time or hours counted toward advancement on the salary schedule. Attendance at the full series of workshops will earn qualifying teachers a GATE training certificate. Counselors and administrators are also eligible to attend these buyback sessions.

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
Minimum Standards: One year approval **a.** The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program. **b.** An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. **c.** Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education.	**Commendable Standards: Two year approval** **a.** The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. **b.** A district process to qualify teachers to teach gifted students is in place.	**Exemplary Standards: Three year approval** **a.** A district professional development plan to accommodate different levels of teacher competency is in place.
5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
Minimum Standards: One year approval **a.** Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such	**Commendable Standards: Two year approval** **a.** The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice.	**Exemplary Standards: Three year approval** **a.** All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.

knowledge and experience. **b.** A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge. **c.** Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program. **d.** Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.		**b.** The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field. **c.** Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned**.** **d.** The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

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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])

To provide a systematic procedure for the consistent participation of parents and community members, this district has taken a proactive approach. The GATE program is presented to both new and returning GATE parents and students in written format at the beginning of each school year. This is followed up with a presentation of the program, along with the general program, at each school's Back to School Night activities. The program is also displayed on the district's web page, along with the completed GATE Application. The Site-Based Leadership Team (SBLT) at each school is also presented with the program, and is asked for input into the development and evaluation. The district GATE Coordinator collaborates with the SBLT's to keep them informed about the GATE program's progress. SBLT teams are made up of administrators, teachers and involved parents, including GATE parents, and serve as the GATE Advisory Board. The SBLT's meet monthly. Parents are given the opportunity to have their children considered for the GATE program through school site mailings. Results of applications to the GATE program are provided to parents. The Elementary Academy and the Performing Arts Academy are featured at Open House nights in the spring. Honors and AP Classes participate in the high school "Showcase Night" each spring, as well. Progress on the program is outlined in various articles in the local newspaper several times during the year. A report on the GATE program is made annually to the local School Board, with the opportunity for input and questions about the program.

Parents are welcomed in the GATE classes as guest speakers and as field trip chaperones. Additionally, guest speakers are requested from the community and are a huge part of the high school Career Day. Student work is prominently displayed at Open House evenings each spring and can also be seen at the District Office at a local art fairs.

6:1 Open communication with parents and the community is maintained.		
Minimum Standards: One year approval **a.** Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided. **b.** The district's state application is available to parents and the community. **c.** GATE parents are involved in the ongoing planning and evaluation of the GATE program.	**Commendable Standards: Two year approval** **a.** The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation. **b.** The products and achievements of gifted students are shared with parents in a variety of ways.	**Exemplary Standards: Three year approval** **a.** Parents are involved in the development of the application and/or school site plans related to GATE programs. **b.** The talents of GATE parents and other community resources supplement the core and the differentiated curriculum. **c.** Partnerships between the GATE program and business and community organizations are established.
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
Minimum Standards: One year approval **a.** Parents participate in the district/site advisory	**Commendable Standards: Two year approval** **a.** A parent member of the GATE advisory committee	**Exemplary Standards: Three year approval** **a.** The parents of special needs students, such as

committees. It is recommended that the committee meet at least three times a year. **b.** The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education. **c.** Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.	cosigns the district's state application. **b.** Parents participate in the GATE advisory committee which meets on a regular basis. **c.** GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education. **d.** The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education. **e.** The district GATE coordinator and the district GATE advisory committee solicit community support.	gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.

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])

The Assistant Superintendent and the building principals will continue to monitor and assess the success of the district GATE programs. The Performing Arts Academy middle school program was initially established in response to parental requests for another option for their GATE children. It has been developed and refined in response to that continuing input and the input of staff and administration, both through formal questionnaires and informal discussions. The same process is being established for our other GATE programs – soliciting teacher, administration, parental and Board input on the success and needs of these programs. We have improved our information-gathering systems and in 2007 – 2008 the district will be using our Aeries Management Software program to monitor the academic progress of students in significant subgroups, including GATE students. Progress monitoring will include progress on standardized tests as well as progress on district assessments periodically throughout the year. Cut-points for expected progress will be established at each grade level. Criteria for levels of performance in the area of mathematics have been established at the middle school and high school levels to indicate satisfactory progress in coursework. Rubrics for student writing have been established at the elementary, middle and high school levels to similarly indicate satisfactory progress and exemplary achievement. Criteria for reading intervention needs are being established through summer work for the elementary levels. All GATE students will be monitored for progress in these areas.

Student progress is monitored through several means. Each GATE student has an Individual Learning Plan which is written and reviewed annually by the teacher(s), parent and student. The plans include assessment information; from this information goals are set and may include academic, social/emotional or creative achievement goals. Student progress on the ILP goals is monitored by both the teacher and the parent. Additionally, student progress in academic coursework is monitored daily by the teacher, with progress reports offered at least each few weeks. Formal grades are reported each trimester, with parent conferences available upon request. Elementary and middle schools schedule parent conferences during the first trimester of each school year. Student progress is measured through standardized and criterion referenced achievement tests, questionnaires and performance-based measures. Beginning in 2007 – 2008, the district is establishing monthly "Early Release Days", on which students will be released an hour early in order for teachers to share articulation time for discussion specifically centered on individual and group student achievement.

As we monitor both our program and our GATE students' individual progress, we will contact parents of students who are not making adequate progress, or who are showing other signs of at-risk behavior, in order to collectively attend to each students' needs. Results of program monitoring will be shared with the Local Board of Education.

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
Minimum Standards: One year approval **a.** All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. **b.** The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose. **c.** The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.	**Commendable Standards: Two year approval** **a.** Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. **b.** The program contains a clear description of performance expectations at each grade level. **c.** Criteria for levels of performance or rubrics are used as part of the assessment process. **d.** The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection. **e**. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program. **f.** Districts provide resources for program assessment.	**Exemplary Standards: Three year approval** **a.** Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level. **b.** The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. **c.** Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment**.**

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])

Our district GATE budget is directly related to our GATE program objectives. Of highest priority are expanding our GATE program offerings to students and providing staff development for our teachers. All funds are used for direct student services and district coordination. Funding for student identification is provided through other resources. The GATE budget is augmented by the general fund through the placement of The Elementary Academy, the Performing Arts Academy, Honors and AP classes, and elective classes in the arts. Staff development funds further support the GATE program through our buy-back program. Expenditures supplement district funds spent on gifted learners; there are no supplant services. GATE coordination is offered through the Assistant Superintendent of Educational Services who has a deep commitment to our GATE program and through site-level program coordinators. There are expected to be four site-level program coordinators and the Assistant Superintendent who will take responsibility for administering the program components for the 167 GATE identified students in the district. All carry-over monies are maintained within the district GATE accounts.

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
Minimum Standards: One year approval **a.** Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification. **b.** Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners. **c.** There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget. **d.** Carry-over monies are minimal and maintained within the district GATE accounts. **e.** Indirect costs do not exceed state limitations.	**Commendable Standards: Two year approval** **a.** Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.	**Exemplary Standards: Three year approval** **a.** The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.

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ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The district's written plan is available for public inspection. (*CCR,* Title 5, 3831[j]) 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])