

Gifted and Talented Education (GATE)

2006-07 APPLICATION

<p>Send original to be postmarked by <u>June 15, 2006</u>, to: GATE Program Mathematics and Science Leadership Office California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814</p> <p>Information: Application: (916) 323-5847 Program: (916) 323-5505</p>	<p>LEA Name and Mailing Address: Elk Grove Unified School District 9510 Elk Grove-Florin Rd.</p> <p>Elk Grove _____ CA <u>95624</u></p> <p>County: <u>Sacramento</u></p> <p>CD Code: 34-67314</p>
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<p>Person Completing Application: Printed Name: <u>Alicia Canning</u> Title: <u>Program Specialist</u> Phone: <u>686-7797</u> Ext.: <u>7315</u> Fax: <u>686-5095</u> E-mail: <u>acanning@egusd.net</u></p>	<p>Local Governing Board Approval: The local governing board has determined the most appropriate educational program for participating students [<i>Education Code (EC) Section 52206</i>].</p> <p>Date or anticipated date of local governing board approval of GATE application: <u>May 16, 2006</u></p>
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<p>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.</p> <p>Printed Name of Superintendent <u>Steven M. Ladd, Ed.D.</u> Phone: <u>686-7700</u> Ext.: _____ Fax: <u>686-7787</u> E-mail: <u>sladd@egusd.net</u> Signature of Superintendent _____ Date _____</p>	<p>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 [Title 5 Regulations, Section 3831(j)].</p> <p>Signature of parent member on District GATE Advisory Committee or School Site Council. (Optional) _____ Signature Date</p>
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<p style="text-align: center;">Check all that apply:</p> <p><input checked="" type="checkbox"/> LEA application includes one or more charter schools <input type="checkbox"/> GATE included in School-Based Coordinated Programs <input type="checkbox"/> LEA participates in GATE Consortium: Lead _____ <input checked="" type="checkbox"/> Indirect costs do not exceed 3%.</p> <p>District Enrollment: <u>60,439</u> Number of GATE Students: <u>3,328</u> Grades Served: <u>3 through 12</u></p>	<p>For CDE Office Use Only:</p> <p><input type="checkbox"/> Budget explanation <input type="checkbox"/> Excessive carryover <input type="checkbox"/> Meets Standards for: 1-Year 2-Year 3-Year 5-Year <input type="checkbox"/> Denied _____ <input type="checkbox"/> Resubmitted _____</p> <p>Reviewer(s) _____ Date _____</p>
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Proposed Budget Plan for 2006-07

Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	82,012		
2000	Classified Personnel Salaries	12,349		
3000	Employee Benefits	12,044		
4000	Book and Supplies (including computer software)	235,101		
5000	Other Services and Other Operating Expenditures	107,364		
	Subtotal	449,470		
6000	Other Capital Outlay (including computer equipment)	0		
7000	Indirect Costs (maximum of 3%, <u>excludes</u> Capital Outlay)	12,039		
	TOTAL PROPOSED BUDGET	461,509		
	Amount of GATE Carryover funds and description how carryover will be spent	47,859		Carryover will be redistributed to sites with the 2006-2007 allocation.

School-Based Coordinated Programs

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

School	GATE Funds		School	GATE Funds

GATE PROGRAM SERVICES

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

PROGRAM SERVICES (Select at least one)	Primary	Upper Elementary	Middle School	High School
Special Day Classes: Composed of all GATE identified students.		X		
Part-time Groupings: Students attend advanced classes for part of the day.	X	X	X	
Cluster Groupings: Students are grouped in a heterogeneous class and receive differentiation from their regular teacher.	X	X	X	
OTHER PROGRAM SERVICES				
Acceleration: Classes and/or coursework is above grade level standard.	X	X		
Honors: Core curriculum is taught at a higher level.			X	X
Advanced Placement: Core curriculum is taught at the college level.				X
International Baccalaureate: NA				
Independent Study: Students conduct special projects independently.				X
Postsecondary Education: Students attend college courses at nearby post-secondary institutions.				X
Enrichment (Before/After School/Saturday Classes): Special academic opportunities with supplemental materials and activities.		X	X	X
Services for Underachieving Gifted and Talented Pupils: Counseling and progress monitoring for GATE students who are underachieving.		X	X	X
Services for Linguistically Diverse, Culturally Diverse, and/or Economically Disadvantaged Gifted and Talented Pupils: Services to target academic deficits students have from learning English or high mobility due to poverty.		X	X	X

STUDENT IDENTIFICATION CATEGORIES

LEAs are required to use one or more of the following categories for identifying gifted and talented students' demonstrated or potential abilities that provide evidence of high performance capability: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent (*EC Section 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 Section 52206(c)*]. Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

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|---|--|--|
| <input checked="" type="checkbox"/> Intellectual Ability | <input checked="" type="checkbox"/> Leadership Ability | <input checked="" type="checkbox"/> Performing and Visual Arts |
| <input checked="" type="checkbox"/> High Achievement | <input checked="" type="checkbox"/> Creative Ability | <input type="checkbox"/> Other _____ |
| <input checked="" type="checkbox"/> Specific Academic Ability | | |

PROGRAM NARRATIVE

Provide a narrative that describes the districts GATE program and addresses the criteria in the State Board *Recommended Standards for Programs for Gifted and Talented Students*. Limit responses to four pages for each of the following sections: 1. Program Design, 2. Identification, 3. Curriculum and Instruction, 4. Social and Emotional Development, 5. Professional Development, 6. Parent and Community Involvement, and 7. Program Assessment. Limit responses to one page for Section 8: Budget. Applications are approved for one, two, or three years based on the quality of the plan, in accordance with the criteria adopted by the State Board. For a one-year approval, address Minimum standards. For a two-year approval, address both Minimal and Commendable standards. For a three-year approval, address Minimal, Commendable, and Exemplary standards. Applications may be approved for a five-year approval following a site validation of the application by the California Department of Education.

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 sections 52205(d) and 52206(a)].

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>Minimum Standards: One year approval</p> <p>a. The plan includes an intellectual component with objectives that meet or exceed state academic standards. The GATE District Plan documents the challenging curriculum and instruction provided to gifted and talented students capable of achieving significantly beyond the level of their peers. Objectives have been developed for GATE students that exceed state academic content standards.</p> <p>b. The plan incorporates expert knowledge, is approved by the local Board of Education and is available. The plan is developed by the Office of Learning Support Services and is approved by the Governing Board before submission.</p> <p>c. The plan aligns with the available resources of the schools, staff, parents, and community. To ensure that GATE activities remain responsive to the needs and align with available resources of individual communities served within the district, each school establishes its own GATE site plan and budget. These plans align with the Bold Goals and objectives of the district plan and identify specific activities, materials, and support services (counseling, bilingual support, etc.) each site will provide during the regular and extended school day to foster high quality instruction and accelerated learning opportunities for their students identified as having the abilities and potential for high academic performance.</p> <p>d. A GATE Advisory committee representing educators, community members and parents is formed to support the needs of the program. EGUSD's GATE Advisory Committee is comprised of two designated representatives—a parent and an educator—from each school. Each parent on the GATE Advisory Committee also serves on their child's School Site Council.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, and other forms. The district plan is disseminated each year to the parents and the community through a presentation to the GATE advisory group, is summarized and translated in the parent handbook and a parent pamphlet, and is available on the district GATE website. Additionally, it is available in hard copy upon request from the Superintendent's Office or the Office of Learning Support Services. The GATE plan is also an integral component of the Local Education Agency Plan approved by the California Department of Education in June 2003.</p> <p>b. Participation in the program is not limited by other problems of logistics. Opportunities for GATE services for all identified students are available at every school site. Providing site control over specific GATE activities helps to minimize logistical and other barriers unique to communities and neighborhoods that could inhibit student participation. Each site develops a GATE plan as part of the Single School Plan, and it is approved by the School Site Council.</p> <p>c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment. Development and implementation of the district's GATE plan is supported by EGUSD's GATE Advisory Committee. Comprised of two designated representatives—a parent and an educator—from each school, this committee meets four times per year (Sept., Nov., Feb., and May) to review site programs, set goals for yearly program improvement, review GATE issues, and assist with GATE projects and activities.</p>	<p>Exemplary Standards: Three year approval</p> <p>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. EGUSD's plan includes identification and program options in creative ability, leadership, and visual and performing arts. At the elementary level these traits are supported by special projects during the regular school day and after school enrichment opportunities. In middle school students are encouraged to explore their talents through elective courses and extracurricular activities including clubs and sports. Each of our high schools houses academies, which provide interest based learning for gifted students in areas such as Visual and Performing Arts, Environmental Science, Technology, and Business.</p>

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 appropriate for gifted education may include cluster grouping, part-time grouping, special day classes, and special schools.**
Many elementary schools offer acceleration through self-contained classes, but some utilize a departmentalized approach. Cluster groupings are enhanced with extended day opportunities for enrichment, creative approaches to certain content areas, projects, special classes, and academic competitions. In all classes teachers utilize differentiated instruction to meet the needs of gifted and talented learners. Looping is used to extend learning over a two year period.
- b. **Program services are an integral part of the school day.**
At all grade levels, EGUSD's GATE program is structured to provide accelerated learning experiences within the regular school day to bring students' learning and thinking to a higher, more challenging level.
- c. **The program provides for continuous progress and intellectual peer interaction.**
GATE activities generally involve greater complexity in curriculum, enhancement of key concepts, and more in-depth investigation of subject material that enable GATE students to achieve beyond the grade level standards and move into the next grade level in most subject areas. Student intellectual peer interaction takes place in self-contained classrooms and/or in cluster grouping for specific subjects.
- d. **The program provides for flexible grouping in the classroom to meet student needs and abilities.**
The GATE program is flexibly structured so students, either individually or in small groups, work on different concepts or learning goals that represent a standard from a higher grade level or take a grade level concept and extend it, broaden it, or take it to greater depth. Some GATE students also are given different course assignments than other students, based on their abilities, in which they apply grade level standards in new or more sophisticated ways that require

Commendable Standards: Two year approval

- a. **A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level.**
In elementary schools a variety of administrative grouping options are available to best serve student needs, including self-contained classrooms, cluster grouping and differentiated instruction. Cluster grouping and differentiated instruction are continued for GATE students throughout grades 7 through 12. In addition, beginning in middle school, all GATE students have opportunities to enhance their learning through honors classes in the core curriculum areas. Honors classes have higher expectations for student learning than regular classes. Through the honors program students delve more deeply into content areas and engage in instructional activities designed to develop higher order thinking skills.

Exemplary Standards: Three year approval

- a. **The program structure and delivery of services provide a balance between cognitive and affective learning.**
GATE and Honors class teachers strive to provide balanced instruction to accelerate both cognitive and affective learning. In one example, students in one of the district's honors history classes not only researched how a bill is enacted into law, they also drafted/sponsored a state Senate bill, campaigned for it, and attended the Senate session in which the bill was approved. As GATE students enter high school they are encouraged to enroll in Advanced Placement classes to fulfill core requirements (see Curriculum and Instruction). Honors and AP courses offered outside of the core curriculum provide opportunities for students to apply knowledge and/or explore areas of special interest in a challenging environment. Extracurricular activities, academic competitions, accelerated extended day sessions, and community service and service learning provide additional learning opportunities that foster cognitive and affective learning as well as intellectual peer interaction.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners (continued).		
<p>higher level thinking.</p> <p>e. Children in grades K-2 are served even if not formally identified</p> <p>Informally, identification of gifted learners begins as early as preschool. Preschool instruction provided by EGUSD is differentiated to support readiness for learning for all children, including a focus on the early literacy and numeracy. Instructional support for gifted learners continues into kindergarten and the primary grades. Those children who have mastered the basics of pre-reading are given the opportunity to move directly to first grade from preschool. Differentiated instruction and flexible groupings are continued in kindergarten and grades one and two to respond to the different readiness levels and learning profiles of students.</p> <p>Formal identification for the GATE program begins during the third grade.</p>		
1:3 The program is articulated with the general education programs.		
<p>Minimum Standards: One year approval</p> <p>a. The program provides continuity within the gifted program and with the general education program.</p> <p>With heavy emphasis on accelerated learning activities and differentiated instruction throughout all grade levels, clearly EGUSD's GATE program functions not as a separate program, but is an integral part of the district's general education program. As indicated earlier, sometimes GATE students work toward the same course goals as other students, but do so by completing more rigorous assignments. In the core areas of English/language arts, mathematics, science, and history, more rigorous learning standards have been developed for GATE students that extend beyond the grade level standards to provide them with more challenging learning experiences.</p> <p>b. A coordinator is designated and responsible for all aspects of the program.</p> <p>The GATE program is coordinated through the district's Office of Learning Support Services. The director of learning support, with the support of a Program Specialist, oversees all aspects of the GATE program including the planning, implementation, and evaluation of GATE</p>	<p>Commendable Standards: Two year approval</p> <p>a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels.</p> <p>The GATE program is articulated in structure, instructional practice, and the coherent promotion through grade levels. Several times per year, school principals and teachers meet to discuss coordination of GATE instruction and learning activities across grade levels and between subjects and with the general education program.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, K-12.</p> <p>The Director of Learning Support services facilitates principals in engaging in K-12 articulation meetings at least three times per year.</p> <p>The elementary level acceleration program directly links with the honors program offered at the district's middle schools, and the middle school honors program link into the honors and AP courses and academies at the high schools. Students and parents are provided information on these programs during orientation to the middle and high school level.</p> <p>b. The program provides support services including counselors and consultants.</p> <p>Throughout all grade levels, a variety of learning support services is provided for GATE students. These services include:</p> <ul style="list-style-type: none"> • academic and personal counseling to meet the specific needs of GATE students • career exploration activities, beginning in fourth grade, ranging from awareness and investigation through hands-on exploration, internships and job

<p>activities. Specifically they: 1) provide leadership</p>		
<p>1:3 The program is articulated with the general education programs.</p>		
<p>to principals and teachers on GATE issues; 2) manage all fiscal matters related to the GATE program; 3) monitor site programs for overall effectiveness in meeting student needs and for compliance with state, federal, and local requirements; 4) provide regular professional development for staff and teachers of GATE students; and 5) facilitate GATE Advisory Committee meetings. Administration of GATE activities is coordinated at the local level by site GATE coordinators who report both to their school principal and to the director of learning support services. These coordinators are responsible for 1) identifying students for the GATE program through portfolio assessment, the administration of the Naglieri Nonverbal Ability Test, and a review of standardized test scores; 2) outreach to traditionally under-represented populations; 3) assisting/supporting GATE teacher needs; and 4) communicating with parents about the nature, scope, and requirements of GATE programs. School principals are responsible for: 1) establishing and maintaining GATE programs during the regular school day and through extended day and extramural activities that address specific needs of students in their community; 2) developing a site-level GATE plan (part of their school's School Improvement Plan) that aligns with the district GATE plan; 3) engaging in K-12 articulation meetings (at least three times per year).</p> <p>c. The program involves the home and community. Information about the GATE program is disseminated to the home and community in English and several of our most frequent other languages through newsletters, the parent handbook, parent pamphlets, the GATE website and the GATE Advisory Committee. Each parent representative of the GAC generally serves on their School Site Council. Parent representatives, including parents of English learners, are encouraged and sponsored to attend CAG conferences.</p>		<ul style="list-style-type: none"> • shadowing • post-secondary planning including detailed exploration of college opportunities • development and yearly review of a four-year high school plan leading to achievement of post-secondary education and career goals

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: Title 5 Regulations, Section 3822)

2:1 The nomination/referral process is ongoing and includes students K-12.		
<p>Minimum Standards: One year approval</p> <p>a. All children are eligible for the nomination process regardless of socioeconomic, linguistic, or cultural background, and/or disabilities. EGUSD procedures for GATE nomination are based on fairness and equity. All EGUSD students, in 3rd grade and above, are eligible for nomination to the program. Students who are economically disadvantaged and those who are from diverse linguistic and cultural backgrounds receive equal treatment within the nomination process. Special efforts to increase participation of students from these groups includes: testing onsite at Title I schools, additional educational outreach to teachers at high needs schools, development of template letters and other support materials to help GATE coordinators and principals at high needs schools administer GATE activities.</p> <p>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. Both traditional and alternative assessments are used as needed to assure equal access for students. The following criteria are used for GATE identification:</p> <ul style="list-style-type: none"> • Automatic qualification based on California Standards Test scores (top 2% by grade level and subject.) • Naglieri Nonverbal Ability Test (NNAT): The NNAT is administered three times per year at the district office of education to students in grades 3 through 12. In 2004-2005, 881 students were tested. At least once per year at schools sites that have low numbers of students identified as GATE (such as Title I schools) hold testing onsite during school hours. Test results are mailed to home within 3 weeks of testing. • Portfolio Assessment of Student Work and/or Performance: The portfolio for GATE identification is modeled after an artist's showcase portfolio, and is a meaningful and purposeful collection of student work that tells the story of a student's efforts, progress, and achievement in a given area. It contains samples of 	<p>Commendable Standards: Two year approval</p> <p>a. Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel. Annually, all GATE site coordinators receive training in using multiple measures of identification to assess potential GATE students. Additionally, our GATE advisory group also receives annual training on identification. This information is also presented to school administrators and front office staff each year at their management meetings. GATE coordinators disseminate information about the GATE identification and nomination process to their respective school's teaching and administrative staff through regularly scheduled instructional meetings (at least one in the fall and one in the spring) and through a PowerPoint presentation available to anyone requesting a copy. GATE nomination forms, which must be signed by the site administrator and the parent of the student prior to submission, are distributed to all school sites at the beginning of the school year and are available in the front office.</p> <p>b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once. There is no limit on the number of times a student may be nominated to the GATE program. The district GATE coordinator maintains files on all students nominated for the GATE program. These files contain completed GATE nomination forms, testing scores, notes pertaining to the student's portfolio work, and documentation regarding acceptance into the GATE program. Information contained in these records are included as part of the reevaluation process when a student is referred to the GATE program more than once.</p>	<p>Exemplary Standards: Three year approval</p> <p>No recommended standards.</p>

2:1 The nomination/referral process is ongoing and includes students K-12 (continued)		
<p>the student's best work over time. Students may make portfolio selections with guidance from their teachers, parents, and mentors/advisors. The portfolio may focus on a single curricular area – such as the visual arts, writing, literature, or science – or may span two or more subject areas, such as writing and reading, writing across the curriculum, or mathematics and science.</p> <ul style="list-style-type: none"> • Although not offered as a service for GATE identification within the district, IQ testing of 130 or higher is accepted when performed by a qualified psychologist. When students assessed for special education are found to have superior ability, they are referred to the GATE coordinator of possible GATE identification. <p>c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations. Students can be nominated for GATE by parents, teachers, counselors or administrators, and older students can self refer. EGUSD currently is focusing on ways to increase the number of underrepresented students in the GATE program to more closely reflect the district's cultural and ethnic diversity. Bilingual paraprofessionals, trained to identify characteristics of gifted children who are English learners, assist teachers and school administrators in identifying and nominating gifted students from among the district's large ELL population. These bilingual paraprofessionals also work with the families of English learners to educate them about gifted and talented education and how they can recommend and encourage their sons or daughters to become involved in GATE. Efforts to increase underrepresented populations in GATE are beginning to be realized in the district. Nominations to GATE from underrepresented populations have increased.</p> <p>d. Students may be nominated for participation more than once. There is no limit on the number of times a student may be nominated to the GATE program. The district maintains a database of students who have been previously nominated to assist when students are reassessed.</p> <p>e. All staff receives training and information about the nomination process, including the characteristics of gifted learners and has access to nomination forms. All staff receives training about the characteristics of</p>		

<p>giftedness and information about the nomination process. This process is clearly explained on the GATE application form. The application form is available to all staff in each school office and at the district office.</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>		
<p>Minimum Standards: One year approval</p> <p>a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. Meetings of the GATE identification committee are scheduled quarterly to review student nomination forms and support materials (test data, letters of recommendation, portfolio, etc.) and make final determinations on student eligibility for the GATE program.</p> <p>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. Multiple sources of evidence are used to determine eligibility, including standards based and cognitive test scores, IQ scores, letters of recommendation, and portfolios. A data record or file is established for each nominee.</p> <p>c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. Students and parents are notified of acceptance into the GATE program via US mail within three weeks of the meeting. Principals at school sites are also notified of student acceptance into the program during this time. Parents of students not selected to GATE may appeal the decision by letter to the director of Learning Support Services after which a meeting may be scheduled to hear the parents' arguments for appeal.</p> <p>d. Transfer students are considered for identification and placement in a timely manner. Students new to the district who were identified for GATE in another district have their individual records reviewed to see if they meet Elk Grove's criteria upon enrollment. A place for the parent to indicate that the child was identified GATE in a previous district is provided on our registration form.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The identification tools used are reflective of the district's population. Each coordinator is trained that giftedness requires carefully planned objective assessment for identification. They also learn that all ethnic groups have gifted students, and that some assessments are better than others in measuring giftedness in students from underrepresented ethnic/racial groups. Each coordinator is provided a GATE Coordinator's Handbook (updated annually) that outlines specific information regarding the GATE identification and nomination process. Our district implemented the NNAT exam, which is a non-verbal cognitive assessment, to support testing of students whose primary language is not English (approximately 25% of students district wide) and students who have specific learning disabilities.</p> <p>b. The district makes timely changes in identification tools and procedures based on the most current research. GATE criteria for identification are reviewed annually at the GATE Advisory Committee and changes are made as needed. The identification criteria were last updated in the 2005-2006 school year. A review of how students are identified for GATE is conducted each year, and records are kept of the percentages of students identified through each criterion. In recent years, particular attention has been given to data revealing which criteria are most effective for identifying students from traditionally underrepresented populations. Current research on this topic was presented to the GATE Advisory Committee and district administrators in winter 2006.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. Members of the GATE identification committee include former principals who operated successful and diverse GATE programs and the director and program specialist of gifted programs.</p> <p>b. The diversity if the district's population is increasingly reflected in the district GATE population. While more work still is needed to increase African American, American Indian and Hispanic student participation in GATE, participation of traditionally underrepresented groups has grown in recent years. In 2001-2002, 42% of GATE students were from traditionally underserved populations, that percentage grew to 44% in 2003-2004, and to 48% in 2005-2006.</p>

<p>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</p>		
<p>Minimum Standards: One year approval</p> <p>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file. Once a student is identified for GATE participation, the parent receives a detailed letter from the site GATE coordinator explaining the activities, programs, and services offered through GATE. Quarterly GATE Advisory Committee meetings offer students and families more detailed information about GATE services and how students can maximize the opportunities available through GATE. These meetings and two additional annual meetings held at each site also enable the families of GATE students opportunities to ask site coordinators and GATE teacher specific questions about the program services.</p> <p>b. Upon parent request the district provides identification information the parent may take to a new school or district. Information about a student’s GATE eligibility and acceptance are added to each student’s permanent cumulative record. GATE coordinators at each site also maintain data records on all students selected into the GATE program. These records include a copy of the GATE acceptance letter, test scores, notes related to portfolio work and other relevant GATE-related information. These records follow a student when they move to a new school or district. Additionally, upon parent request, the district provides additional copies of this information and/or letters of identification to receiving schools or districts.</p> <p>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 may vary from year to year. Participation in the program is based on the district identification criteria and is reviewed by the identification committee if there is a question of eligibility. Once identified, a student remains identified as a gifted student in the district through the twelfth grade.</p>	<p>Commendable Standards: Two year approval</p> <p>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student. Once a student is identified as GATE, he or she maintains GATE status throughout twelfth grade. EGUSD does not have a process for removing students from the GATE program except when there is a written request from the parent. Gifted students who are struggling are referred to our Cooperative Student Study Team process, where their individual needs are discussed and referrals are made as necessary to school psychologists and other professionals.</p>	<p>Exemplary Standards: Three year approval</p> <p>No recommended standards.</p>

Section 3: Curriculum and Instruction

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

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
<p>Minimum Standards: One year approval</p> <p>a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. Evidence of success with the core curriculum begins with analyzing student standardized assessment data, formative assessments and ongoing progress monitoring in the classroom. Direct instruction is provided to GATE students so that they can rapidly meet and exceed grade level standards while exploring these standards in depth.</p> <p>b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. The balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products is provided through special projects and independent learning topics.</p> <p>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.) Curriculum compacting facilitates acceleration in subjects such as mathematics, and in-depth study of the sciences and social sciences provides opportunities for complexity of content and novelty.</p> <p>d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society. All GATE students participate in Character Education that focuses on development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. Elementary and secondary teachers are provided with extensive professional learning that emphasizes differentiation and developing lessons that challenge and enrich learning for all students. Teachers compact the curriculum so that students have regular opportunities to demonstrate what they already know and spend their time on challenging activities that accelerate and enrich the regular curriculum.</p> <p>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. Instructional Coaches provide support at grade-level professional learning meetings to help teachers align the differentiated strategies that promote inquiry, self-directed learning, metacognition and other appropriate modes of learning. As part of their regular lesson planning teachers design lessons that are differentiated in terms of content, learning process, products, learning environment, and assessment.</p> <p>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. Teachers utilize curriculum compacting and other differentiated instruction techniques to meet the needs of GATE students by modifying work to match the abilities of advanced students and by eliminating busy work and repetition.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12. The director of learning support services facilitates principals in engaging in K-12 articulation meetings at least three times per year. GATE articulation between grades 6 and 7 takes place between middle schools and their feeder elementary schools to provide scaffolded instruction and ensure that there is a good transition for students from the elementary GATE program to that of the middle school. Our high school system is configured so that each middle school feeds mainly one high school. This allows for articulation between the schools and teachers annually at the beginning and end of each school year. Many middle school students take advanced classes at an adjacent high school campus. The district's Curriculum and Professional Learning department has created a scope and sequence document for accelerated learners based on the Californian Content Standards. They provide regular professional development for teachers on grade level standards sequencing and articulation.</p>

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students (continued.)		
	<p>Big ideas of the content area are introduced and studied in learning extension projects. In history classes, for example, teachers incorporate the use of primary source documents, cooperative learning exercises, and electronic media (i.e. accessing historians via teleconferencing in the classroom, virtual/electronic history field trips) to vary the intensity, depth, and breadth of topics covered in class and promote accelerated independent study and small group learning opportunities. In another example, our secondary English/language arts teachers are using the optional technology components of the Holt curriculum (including interactive writing development resources) to enable students to work on writing assignments at their own pace and skill levels.</p>	
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
<p>Minimum Standards: One year approval</p> <p>a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day. EGUSD has developed curriculum and instructional models that take into consideration the needs of gifted and talented students from kindergarten through grade 12. Textbook adoptions, particularly in reading (Open Court, Holt) and mathematics (Scott Foresman, Prentice Hall), have as their foundation a distinct emphasis on differentiation of curriculum that addresses different modes of learning. This curriculum is scheduled on a regular basis and is integral to the school day.</p> <p>b. The differentiated curriculum is taught with appropriate instructional models. Professional development in differentiation and the focus of instructional coaches assist teachers with differentiated lessons for gifted students insures that the differentiated curriculum is taught with appropriate instructional models.</p> <p>c. The differentiated curriculum is supported by appropriate materials and technology. The differentiated curriculum is supported by core materials provided from the general education budget. Additionally, each school site receives a budget to purchase supplemental instructional</p>	<p>Commendable Standards: Two year approval</p> <p>a. The structure differentiated curriculum allows for continuity a comprehensiveness of learning experiences in units and courses of study. As described in Program Design, EGUSD's GATE program allow for opportunities for principals and teachers to participate in K-12 articulation at least triannually. This process allows for curriculum continuity and comprehensiveness of learning experiences across grade levels as well as units and courses of study.</p> <p>b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogenous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study. This focus on differentiated instruction is carried out through professional learning with the use of instructional coaches beginning in kindergarten. Through instructional coaching teachers learn to employ a variety of teaching techniques (including homogeneous and heterogeneous groupings, student directed learning, independent study, etc.) that best supports the needs of gifted learners in class. Annually, each site examines how curriculum is delivered to GATE students and how</p>	<p>Exemplary Standards: Three year approval</p> <p>a. The differentiated curriculum is planned for both gifted learners within a grade level or class and for individual gifted learners. Throughout all grade levels (K-12), teachers are expected to meet the needs of their gifted learners using the following instructional techniques:</p> <ol style="list-style-type: none"> 1. Compacting the curriculum – Elementary and secondary teachers are provided with extensive professional learning that emphasizes differentiation and developing lessons that challenge and enrich learning for all students. Teachers compact the curriculum so that students have regular opportunities to demonstrate what they already know and spend their time on challenging activities that accelerate and enrich the regular curriculum. 2. Designing alternative learning experiences – As part of their regular lesson planning teachers design lessons that are differentiated in terms of content, learning process, products, learning environment, and assessment. 3. Offer differentiated pacing – In subject areas such as mathematics, students can move through grade level standards at a faster pace, and begin work on the next grade level standards. 4. Develop individual learning plans – Teachers

<p>materials to support gifted instruction, including additional technology, computer software and science equipment.</p>	<p>it is affected by the variables such as teacher preferences and strengths, geography, range of student abilities, areas of identified giftedness, site accommodations and curricular offerings.</p>	<p>and students work together to develop goals, standards for assessment, behavior, and differentiated products and agree to these standards in a written contract.</p>
<p>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources (continued.)</p>		
	<p>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. Each school site has a GATE budget to support extended instructional materials that augment or supplement the core materials for independent student learning opportunities. Additionally, to support learning in the classroom, GATE students are encouraged to participate in various academic competitions offered throughout the year, and GATE funding is used to support these activities. These competitions, which include Academic Decathlon, Academic Olympics, Academic Talent Search, District Spelling Bee, District Writing Contents, Destination ImagiNation, History Day Contest, Old Schoolhouse Essay, Oral Language Faire, Moot Court/Mock Trial, and Science and Invention Fair, allow students to enhance critical thinking and problem solving skills, refine and grow their creative abilities, and further develop positive self concepts and healthy social interactions.</p>	

Section 4: Social and Emotional Development

Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. (EC 52212[a][1])

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p>Minimum Standards: One year approval</p> <p>a. Teachers, parents, administrators, and counselors are provided with information and training regarding characteristics of gifted learners and their related social and emotional development.</p> <p>To meet the affective needs of gifted students in the district, each year EGUSD's Office of Learning Support Services in conjunction with the Office of Curriculum and Professional Learning offer several training opportunities to educate teachers, staff, and parents about the characteristics and needs of gifted students. Saturday Seminars are used to disseminate information about unique characteristics of gifted students to large groups of teachers and school administrators. Through the GATE Parent Advisory Committee well-known speakers including John Platt, Barbara Branch, and Karen Hayashi provide workshops to educate teachers and parents on the challenges and opportunities commonly encountered by gifted students and on specific strategies they can employ to best support and encourage their child's individual development.</p> <p>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.</p> <p>Gifted students participate in many programs designed to increase college and career awareness including MESA, AVID, career interest testing, Academic Talent Search Testing, College fairs and the Historically Black College Tour. Career guidance and academic counseling services are provided by middle and high school counselors to help gifted students engage in coursework and extra-curricular activities that help them achieve their post-secondary and career goals. All of the district's secondary schools have</p>	<p>Commendable Standards: Two year approval</p> <p>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.</p> <p>Social and emotional development of gifted students is addressed as early as pre-kindergarten to assure that children who demonstrate capability of achieving at high levels receive the kind of support needed for them to develop a positive self esteem, control and alleviate stress, and maintain their motivation for learning. In the primary grades, with class levels at no more than 20:1, teachers are able to reach all children effectively. Strategies for social and emotional development are incorporated into teacher approaches to teaching and learning. Many teachers have been trained in the Search Institute's Developmental Assets Program to support GATE students. Asset Development Strategies are incorporated into the core curriculum to capitalize positive asset development in constructive use of time, commitment to learning, positive values, social competence and positive identity.</p> <p>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.</p> <p>The district's high poverty schools have intervention specialists who assist with social and emotional development of students with particular attention given to students who demonstrate areas of giftedness. Students at other schools access counseling and other support through their school's counselor or psychologist. When needed, intervention specialists and school psychologists refer students and their families to specialists at community agencies including Sutter Mental Health and the UC Davis Health System for additional</p>	<p>Exemplary Standards: Three year approval</p> <p>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</p> <p>At-risk GATE students are formally monitored at least two times per year through the district Collaborative Academic Support Teams. These teams consist of the classroom teacher(s), administrator, counselor and/or school psychologist. The recommendations for counseling and other services are documented in the student file or in our student information system to ensure ongoing monitoring as appropriate.</p> <p>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.</p> <p>Our district Prevention and Intervention Department, along with our Prevention and Intervention Specialists train teachers, administrators, and guidance personnel to collaborate in implementing intervention strategies for at-risk gifted students. Intervention processes options take place in school, at home in conjunction with the parent or in the community ranging from positive mentoring to formal mental health services.</p>

a counselor on staff designated to work closely	assistance and support.	
4:1 Actions to meet the affective needs of gifted students are ongoing (continued.)		
<p>with students who have been or show the potential as gifted and talented. While in middle school, GATE students also can enroll in career exploration classes to investigate various career opportunities that align with their interests and unique skills and talents and help prepare them to enter one of the district's high school academies or specialized programs. Other career exploration activities including internships, job shadowing, and career mentoring offer additional experiential learning opportunities for gifted students. Academic support provided to GATE students includes the development and yearly review of a four-year high school plan for achieving post-secondary goals. Post-secondary planning includes detailed exploration of college opportunities (involving visits to local technical institutes, colleges, and universities) and early assistance identifying financial assistance.</p>		
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).		
<p>Minimum Standards: One year approval</p> <p>a. Teachers are provided training to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.</p> <p>Training to recognize symptoms of at-risk behavior in gifted and talented students is provided to parents and teachers through the GATE Advisory Committee meetings. Included in teacher training provided during Saturday Seminars and tri-annual professional learning days are sessions to train teachers and school staff to recognize symptoms of undesirable levels of anxiety in gifted children including: decreased performance, marked changes in personality, expressions of low self concept, extremes of activity or inactivity, reluctance to work as a team, excessive sadness or rebellion, and a deep concern with personal powerlessness.</p> <p>Part of this training is learning to refer students to appropriate support personnel at the site or in the district.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</p> <p>Teachers and staff also are introduced to the interrelated intellectual and personality characteristics often associated with giftedness that can impact a child's social and emotional development. Recognizing risky behaviors and understanding the characteristics, needs, and issues of gifted children is important for education staff not only in delivering timely and appropriate counseling and intervention services, it also is important when referring students and families to outside agencies for additional assistance. Counselors are available at all secondary school sites to assist students with all aspects of their development. On-going counseling is provided for students identified as high risk who have the potential for advanced learning.</p>	<p>Exemplary Standards: Three year approval</p> <p>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.</p> <p>As part of the counseling session, the counselor, teacher student, and parent develop an individual intervention plan. It outlines the specific support services and programs in which it is recommended the student and family participate, and how student and family progress will be monitored. Parent Expectation and Student Achievement (PESA) workshops are held at high poverty schools to address needs of under identified candidates.</p>

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

<p>b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed. Through presentations at the GATE Advisory Committee, Saturday Seminars, and regular communication with the site GATE coordinators, counselors and administrators are trained to make appropriate referrals to internal systems such as district Prevention and Intervention Specialist and Psychological Services, and external agencies such as Sutter Mental Health and the UC Davis Health System when needed.</p> <p>c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems. GATE students who exhibit at-risk behaviors are counseled rather than begin dropped from the program.</p> <p>d. Information and support are made available to parents regarding at-risk gifted students. The topic of the at-risk gifted student is presented to the GATE Advisory Committee each year. Parental support services are provided as needed for the families of these students.</p>		
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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]*)

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<p>Minimum Standards: One year approval</p> <p>a. The professional development 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. All professional development for teachers in EGUSD is based on California Standards for the Teaching Profession. Professional development for teachers of gifted students is aligned to the CSTPs and focuses on extending grade level standards in the classroom. Each year GATE teachers and coordinators provide feedback on the types of professional development that were effective, and give input in their future professional development needs.</p> <p>b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. Teachers receive in-depth studies of the academic performance of their GATE students along with classroom specific data that charts their progress over the years. These charts are used to differentiate instruction, and teachers are taught how to meet individually with students to discuss their goals and chart improvement areas.</p> <p>c. Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education. The district utilizes well respected curriculum experts such as Karen Hayashi (English language arts) and Karen Zumwalt (mathematics) to provide professional development on differentiation and extension of curriculum. Additionally, Barbara Branch has spoken on gifted characteristics and social and emotional needs of gifted students. Teachers who have specific expertise in areas of giftedness are also utilized to present workshops and seminars.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. The district encourages teachers to become certified in gifted education, and is exploring opportunities for providing this training locally. At the secondary level, Advanced Placement training in specific content areas is the goal for teachers of gifted and talented students.</p> <p>b. A district process to qualify teachers to teach gifted students is in place. Administrators are encouraged to identify teachers with the skills and desire to teach gifted students, however the union contract prevents the district from requiring specific training.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. A district professional development plan to accommodate different levels of teacher competency is in place. The use of instructional coaches district wide, and Master teachers in the Beginning Teacher Support Program, focus on teacher-to-teacher professional development providing different levels of support to teachers based on their mastery of the California Standards of the Teaching Profession.</p>

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 knowledge and experience.**

Elk Grove teachers attend the California Association for Gifted (CAG) conference and other workshops in the state specifically targeted for the gifted. High school teachers consistently attend training for Advanced Placement in selected content areas. In addition, professional development days occur at least three times per year focusing on differentiated instruction and acceleration for students with high potential. Topics of professional learning for GATE teachers include:

- accelerated and/or differentiated curriculum development
- Open Court/Holt Accelerated Supplemental materials
- curriculum, instruction, and assessment including various instructional models and differentiated instruction, higher level thinking skills and questioning strategies
- Bloom's taxonomy
- Multiple Intelligences
- GATE identification and meeting special needs of GATE students
- implementing high standards for GATE students
- meeting the needs of English Learner and Special Education GATE students
- emotional and social development.

- b. **A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.**

The GATE program is coordinated by the Director of Learning Support Services who has over 13 years of experience with site based GATE programs. The program specialist supporting the program has worked in gifted education for the last four years, and is concentrating her Master's project in gifted education.

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.**

The most effective professional development for teachers of GATE students occurs in classroom settings with instructional coaches who work directly with teachers in reading, math and language. They provide high-quality, sustained, intensive, standards-aligned training on an ongoing basis. These approaches are also used in the formal support provided by experienced teachers for beginning and new teachers such as the Beginning Teacher Support and Assistance program and the Beginning Educators Support Training Center. Teachers are encouraged to make visits to exemplary GATE programs, and are provided sub time to make these visits upon request.

Exemplary Standards: Three year approval

- a. **All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.**

The needs of gifted learners are addressed through multiple approaches at school sites, in addition to professional development, all day training workshops held regularly throughout the year for elementary teachers of Accelerated programs. Both the Elementary Open Court and Secondary HOLT English/Language Arts materials contain extensive modules for GATE/Accelerated students throughout the school year. Teachers have been trained to use the Student Information System (SISWeb), to analyze test results and group student appropriately based on academic strengths and weaknesses.

- b. **The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.**

The GATE program is coordinated by the Director of Learning Support Services who has over 13 years of experience with site based GATE programs. The program specialist who supporting the program has worked in gifted education for the last four years, and is concentrating her Master's project in gifted education.

- c. **Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned.**

Instructional coaches work directly with teachers in reading, math and language differentiation for gifted learners. They provide high-quality, sustained, intensive, standards-aligned training on an ongoing basis in the classroom. They also provide feedback and support for teachers when observing lessons and developing differentiated lesson plans.

<p>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training (continued.)</p>		
<p>c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program. Administrators, counselors, and support staff are invited to participate with teachers in ongoing professional development provided by the District. Administrators and counselors also are sponsored to attend the CAG conference each year. Support staff is trained to assist teachers and parents with student nominations to the program.</p> <p>d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students. Elk Grove has a full catalog of professional learning that is available for all staff in ongoing classes and Saturday Seminars. Administrators are encouraged to participate with teachers to enhance their role as the instructional leader. Counselors are encouraged to attend to assist teachers with placement and at-risk GATE students.</p>		<p>d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners. The district has utilized well respected curriculum experts such as Karen Hayashi (English Language Arts) and Karen Zumwalt (Mathematics) to provide professional development on differentiation for gifted students. Additionally, Barbara Branch has spoken on gifted characteristics and social and emotional needs, and representatives from University of California and the California State University system have presented on enrichment programs and early college entrance</p>

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])

6:1 Open communication with parents and the community is maintained.		
<p>Minimum Standards: One year approval</p> <p>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.</p> <p>Parents are informed about the District's GATE program (its goals and vision, criteria and procedures for identifying gifted and talented students, curriculum and instruction, and available support services) through printed material such as the EGUSD Parent Handbook and school newsletters, during parent orientation meetings, in the course of meetings with teachers, counselors, school administrators, from conversations with active GATE parents, and from outreach activities coordinated by the GATE Advisory Committee. Parents also can obtain information about EGUSD's GATE program via the Internet at http://www.egusd.k12.ca.us/lss/gate.html. Since more than 25% of the district's student population speaks a second language in the home, translation services for group and one-on-one meetings are provided from the district's bilingual teaching associates to help parents access information related to the GATE program. Printed GATE program materials are translated at the district, and site materials are also translated upon request.</p> <p>b. The district's state application is available to parents and the community.</p> <p>The district's state application for GATE funding is available to parents and the community upon request in the Office of the Superintendent or the district's Office of Learning Support Services. It is also posted on the GATE website. Each fall, a summary of the application is presented to the GATE Advisory Committee.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The district and/or school provide parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation.</p> <p>All schools provide a variety of opportunities for parents to participate in GATE programs and services. Each year, each individual school conducts two GATE parent meetings, one in the fall and the other in the spring. During these meetings, parents not only receive regular program updates, they also learn more about the program and participate in program planning and evaluation (largely through focus groups, open discussion forums, and surveys administered during the meetings). Meeting activities are shared with all parents via each site's newsletter. The district provides information through the Gifted Advisory Committee, which meets four times per year.</p> <p>b. The products and achievements of gifted students are shared with parents in a variety of ways.</p> <p>The accomplishments and achievements of our GATE students are regularly shared with parents and the community at back-to-school nights, open house, and during various school and community competitions. Outstanding GATE students from each school site are honored annually during the May district meeting. Last year, more than 200 people were present to honor 50 students. The testimonies to their intelligence, multitude of talents, positive attitude and parental support was heartfelt. Student accolades also are regularly shared with the community through articles in site newsletters and during regular meetings of the EGUSD Board of Education.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. Parents are involved in the development of the application and/or school site plans related to GATE programs.</p> <p>The parent representatives to the district GATE Advisory Committee also assist their respective schools with specific site planning related to GATE in the School Site Plan and other accreditation and funding documentation.</p> <p>b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.</p> <p>The parents of GATE students are invited to actively participate in school activities, tutor, help coach and volunteer at academic competitions, assist with visual and performing arts productions, and, largely at the elementary level, volunteer time in the classroom to assist teachers and, for those with content expertise, to help supplement the core and differentiated instruction with "real world" experiences.</p> <p>c. Partnerships between the GATE program and business and community organizations are established.</p> <p>"Real world" experiences are an important part of educational activities for GATE students, particularly at the secondary level, because they help with career exploration and post-secondary goals development. These real world experiences primarily occur through partnerships with local businesses and include internships, service learning, job shadowing and mentoring opportunities.</p>

6:1 Open communication with parents and the community is maintained (continued).		
<p>c. GATE parents are involved in the ongoing planning and evaluation of the GATE program.</p> <p>Through the district GATE Advisory Committee, parents assist the district GATE coordinator with ongoing program planning and formative evaluation of the GATE program. The district GATE coordinator surveys parent about GATE services formally through an annual program needs assessment and a biannual parent survey.</p>		
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
<p>Minimum Standards: One year approval</p> <p>a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year. EGUSD's GATE Advisory Committee, which is chaired by the district GATE coordinator, is comprised of two representatives—an educator (a teacher or school administrator) and a parent—from each school. The advisory meets four times per year.</p> <p>b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.</p> <p>Parent education is an important function of the GATE Advisory Committee. Annually parents on the advisory provide feedback to the GATE Coordinator on topics they would like to hear at the meetings. Recent topics have included the GATE application and it's implementation across elementary, middle and high schools; research on increasing involvement of students from diverse backgrounds; characteristics of gifted children; enrichment opportunities available in the district including Destination Imagination, Mad Science, Young Rembrandts, and the district summer school enrichment program; and programs for gifted children at Sacramento State University (ATS) and the University of California campuses (COSMOS).</p>	<p>Commendable Standards: Two year approval</p> <p>a. A parent member of the GATE advisory committee cosigns the district's state application.</p> <p>Our state GATE application is reviewed by the GATE parent officers, they provide input, and it is signed by the chairperson. It is also reviewed each year with the site GATE coordinators and the parents on our advisory.</p> <p>b. Parents participate in the GATE advisory committee which meets on a regular basis.</p> <p>Since the spring of 1996, EGUSD's GATE Advisory Committee has met regularly four times per year (September, November, February, and May) to assist the district GATE coordinator with: 1) organizing and planning for the coming year; 2) reviewing school site plans; 3) review how students are served; 4) researching effective ways to serve students; 5) reviewing evaluation data, special reports, and assessment of needs; and 6) planning organizational and community-wide educational outreach and professional learning activities; and 7) developing goals for the coming year.</p> <p>c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.</p> <p>New research on gifted education is presented to the GATE Advisory Committee regularly. The members also serve as conduits for information between the schools and school district and the community at large. Often the committee is used as a means to disseminate current news and information about the district's GATE program specifically (i.e. upcoming events) and general information about gifted and talented education</p>	<p>Exemplary Standards: Three year approval</p> <p>a. The parents of special needs students, such as 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.</p> <p>In supporting diversity on the committee, EGUSD provides translation services (with assistance from the district's bilingual teaching associates) and other special accommodations to enable the parents of students with special needs to participate in committee activities.</p>

6:2 An active GATE advisory committee with parent involvement is supported by the district (continued).		
<p>c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population. Enabling schools to designate their own representatives to the advisory committee helps ensure that the composition of the committee reflects and is responsive to the various demographics and communities served by the Elk Grove Unified School District (Covering more than 320 square miles of urban, suburban and rural neighborhoods, EGUSD serves a highly economically, socially, ethnically and culturally diverse population).</p>	<p>regionally and nationally (i.e. changes in state and federal legislation, new research, etc.) to the general community.</p> <p>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. The district GATE coordinator facilitates each advisory meeting. In addition to the parent education aspects of the meetings, professional development is also provided to staff.</p> <p>e. The district GATE coordinator and the district GATE advisory committee solicit community support. Any member of the community is invited to attend the GATE advisory meeting, which is a publicly advertised meeting. Community support is evident in the programs partnerships with businesses to provide internships, and as in-kind gifts for raffles and refreshments.</p>	

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]) **Please Note:** Differentiation of the core curriculum to meet the needs of GATE students begins with analyzing student standardized assessment data, formative assessments and the ongoing progress monitoring within the classroom. Alignment of student assessment data with the state grade-level content standards determines student needs and abilities.

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
<p>Minimum Standards: One year approval</p> <p>a. All 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.</p> <p>The GATE coordinator is an experienced researcher who spent three years as a Program Analyst in the Elk Grove Unified School District Research and Evaluation Department before coming to Learning Support Services. She worked closely with the Director of Elementary Education to evaluate the effectiveness of GATE program delivery models over a three year time period. She, in coordination with the Director of Learning Support Services, summarizes the assessment findings and shares them with parents and teachers during regular meetings of the GATE Advisory Committee and teacher in-service sessions, with principals during regular staff meetings, and to Elk Grove Unified School District's Board of Education at least annually during one of the regularly scheduled board meetings (which also is a public forum at which parents and other community members are welcome to attend). Evaluation findings also are summarized for parents and the general community in newsletters distributed by the school sites.</p> <p>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.</p>	<p>Commendable Standards: Two year approval</p> <p>a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.</p> <p>The program specialist supporting the program has primary responsibility for the program evaluation. She has worked in gifted education for the last four years, and is concentrating her Master's project in gifted education.</p> <p>b. The program contains a clear description of performance expectations of gifted students defined at each grade level.</p> <p>Each GATE student is expected to perform at the advanced level on the CST annually, and to perform in the top 10% of students on the Curriculum Standards Review Exam.</p> <p>c. Criteria for levels of performance or rubrics are used as part of the assessment process.</p> <p>The district developed Curriculum Standards Review Exam is administered to all GATE students. This assessment measures district and state standards, and uses a rubric for scoring performance assessments.</p> <p>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.</p> <p>All GATE teachers engage in progress monitoring to regularly track each GATE student's individual academic progress. When GATE students first enter the program, teachers work with students to identify both annual and long-term individual performance expectations based on their academic abilities, skills, interests, and post-secondary goals. Using the district's newly</p>	<p>Exemplary Standards: Three year approval</p> <p>a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.</p> <p>Each grade level and subject has clearly stated standards and objects for high ability students. The district developed Curriculum Standards Review Exam utilizes rubrics for performance assessments.</p> <p>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.</p> <p>Please see the attached Program Evaluation in Appendix I.</p> <p>c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.</p> <p>EGUSD's GATE coordinator, with assistance from staff from the district's Research and Evaluation Department, is responsible for designing the evaluation methodology, developing data collection instruments (such as teacher and parent surveys) and for data collection and analysis. The coordinator is an experienced researcher who spent three years as a Program Analyst in the Elk Grove Unified School District Research and Evaluation Department before coming to Learning Support Services. She worked closely with the Director of Elementary Education to evaluate the effectiveness of GATE program delivery models over a three year time period. All evaluation expenses for the GATE program are covered by the school district through the budget for the Office of Learning Support Services.</p>

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards (continued).		
<p>An effective evaluation plan to produce meaningful information about the achievement of GATE students over time has been developed and implemented in Elk Grove. The plan, which is reviewed and updated annually by the GATE Advisory Committee, incorporates the use of multiple measures of assessment to monitor not only individual student progress within the program, but also the effectiveness of program services on students as a whole over time. The components of the evaluation plan include:</p> <p>the number of students identified via various selection criteria, the current levels of academic performance (CST and CSRE) and yearly gains of GATE students, the number of underrepresented students in the GATE program and the increase in their participation over time. As part of the evaluation process, EGUSD's GATE program also collects student demographic information largely to monitor the district's success in increasing the number of students from traditionally underrepresented groups participating in the program. Each year, GATE student demographic data including total enrollment and enrollment disaggregated into subgroups including ethnicity, gender, English learner status, and low-income status (defined by participation in free and reduced lunch) is summarized for the GATE Advisory Committee. The committee uses this information to make recommendations to the coordinator and director of learning support services for increasing outreach to groups not proportionally represented in the program.</p> <p>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.</p> <p>Evaluation measures include year-to-year comparisons and longitudinal analysis of student performance on standardized tests (including the California Standards Tests, EGUSD Curriculum Standards Review Exams, PSAT, and SAT) and student grades.</p> <p>The program evaluation design also includes the</p>	<p>developed, Web-based student information system—SISWEB—teachers then continually track student progress toward meeting these expectations, monitoring such information as student performance on in-class assessments, interim and final grades, and performance on standardized tests. As needed, students and teachers will review identified performance expectations and adjust them as necessary to respond to each student's changing interests, skills, and academic needs.</p> <p>e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program.</p> <p>The district GATE coordinator, with the Director of Learning Support Services, summarizes the assessment findings and shares them with parents and teachers during regular meetings of the GATE Advisory Committee and teacher in-service sessions, with principals during regular staff meetings, and to Elk Grove Unified School District's Board of Education annually during one of the regularly scheduled board meetings (which also is a public forum at which parents and other community members are welcome to attend). Evaluation findings also are summarized for parents and the general community in newsletters distributed by the school sites.</p> <p>f. Districts provide sufficient resources to fund program assessment.</p> <p>The district dedicates staff to help collect and analyze data and provides all supplies and materials necessary to develop instruments and reports for formative and summative program assessments.</p>	

use of written surveys administered biannually to		
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards (continued).		
<p>parents of gifted and talented students and to teachers. These surveys ask respondents to rate the quality of the program, quality of support services provided, and quality and efficiency of program staff. Responses from these surveys are summarized and reported to the GATE Advisory Committee for recommendations for program improvement over time.</p>		

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, 52212[a][1], [2], [3])

<p>8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.</p>		
<p>Minimum Standards: One year approval</p> <p>a. Gate funds and/or funding sources are used to address:</p> <ul style="list-style-type: none"> • professional development • direct student services • district level coordination • GATE student identification process <p>EGUSD strictly adheres to the funding guidelines for GATE provided by the California Department of Education. Each request to spend funds is individually reviewed by the Director of Learning Support Services to ensure the funding is spent on the allowable expenditures listed above.</p> <p>b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</p> <p>Each request to spend funds is individually reviewed by the Director of Learning Support Services to ensure the funding is spent supplementally on gifted learners and does not supplant the general fund.</p> <p>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.</p> <p>The budget allocation for GATE is managed by the Director of Learning Support Services. Each GATE coordinator also reviews the allocation in the Single School Plan, and it is approved by each School Site Council</p> <p>d. Carry-over monies are minimal and maintained within the district GATE accounts.</p> <p>Schools are encouraged to spend GATE funding in the year it is allocated and to limit carry-over funding. Carry-over money is kept within the GATE program in the site budget of the school originally allocated.</p> <p>e. Indirect costs do not exceed state limitations.</p> <p>Indirect costs do not exceed 3%.</p>	<p>Commendable Standards: Two year approval</p> <p>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.</p> <p>Along with the direct supervision of the program by the Director of Learning Support Services, the district supports the GATE program with a Program Specialist and a Program Educator.</p>	<p>Exemplary Standards: Three year approval</p> <p>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.</p> <p>With the GATE program housed in the same department as the majority of the other district categorical funds, collaboration between these funds is facilitated. The Plan to Achieve Bold Goals (School Improvement Plan) for each site includes a budget page that enables the site to effectively coordinate services to students from a variety of funding sources. For example, Title I or SIP funds are often used to provide professional learning opportunities for teachers of gifted students. The budget is prepared annually and submitted to school's School Site Council and the Board of Education for approval.</p>

ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The district's written plan is available for public inspection. [Title 5 Section 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. [Title 5, Section 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 Section 52206(c)] The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 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. [Title 5 Section 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. [Title 5 Section 3831(j)(3)] The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program [Title 5 Section 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. (Title 5 Section 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. [Title 5 Section 3831(d)]