

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

<p><b>Send original to be postmarked by <u>June 15, 2008</u>, to:</b>          GATE Program          Mathematics and Science Leadership Office          California Department of Education          1430 N Street, Suite 4309          Sacramento, CA 95814-5901</p> <p><b>Information:</b>          Application: (916) 323-5847      Program: (916) 323-5505</p>	<p><b>LEA Name and Mailing Address:</b>          Santa Barbara High School District          720 Santa Barbara Street          Santa Barbara _____ CA 93101</p> <p><b>County:</b> <u>Santa Barbara</u>  <b>County-District Code:</b> <u>42</u> - <u>7</u> <u>6</u> <u>4</u> <u>0</u> <u>6</u></p>
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<p><b>Person Completing Application:</b>          Printed Name: <u>Sandra L. Robertson</u>          Title: <u>Secondary District GATE Coordinator</u>          Phone: <u>805.730.7775</u>      Ext.: _____          Fax: <u>805.962.7196</u>      E-mail: <u>srobertson@sbsdk12.org</u></p>	<p><b>Local Governing Board Approval:</b>          The local governing board has determined the most appropriate educational program for participating students (California <i>Education Code [EC]</i> Section 52206).</p> <p><b>Date or anticipated date of local governing board approval of GATE application:</b> _____</p>
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<p><b>Superintendent's Signature and Certification:</b>          I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete.</p> <p><u>J. Brian Sarvis, PhD</u>          Printed Name of Superintendent          Phone: <u>805.963.4338</u>      Ext.: <u>201</u>          Fax: <u>805.962.3146</u>      E-mail: <u>bsarvis@sbsdk12.org</u></p> <p>_____          Signature of Superintendent      Date</p>	<p><b>Parent Participation:</b>          The District's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the District GATE program (CCR, Title 5 Regulations, Section 3831[j]).</p> <p><b>Optional: Signature of parent member on District GATE Advisory Committee or School Site Council.</b></p> <p>_____          Signature      Date</p>
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<p style="text-align: center;"><b>Check all that apply:</b></p> <p><input type="checkbox"/> LEA application includes one or more charter schools  <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 percent.</p> <p><b>District Enrollment:</b> <u>9885</u> <b>number of GATE Students:</b> <u>2560</u>  <b>Grade Levels:</b> <u>K-12</u> <u>K-8</u> <u>K-6</u> <u>x</u> <u>9-12</u> <u>x</u> <u>Other (Indicate)</u> <u>7-8</u></p>	<p><b>For CDE Office Use Only:</b></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 2008-09**

Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	47,694		.4 District Coordinator + Stipend for 7 Site Coordinators
2000	Classified Personnel Salaries	21,539		5 hour/day clerical position and test proctors
3000	Employee Benefits	14,679		Based on District salary schedule for 08-09
4000	Book and Supplies (including computer software)		40,000	Parent donation funds as approved by District Advisory Council for materials, supplies, books, etc. for classroom projects.
5000	Other Services and Other Operating Expenditures		a. 10,000 b. 10,000	b. District Contribution, applied to testing program, materials, and other operating expenses (subscriptions, student enrichment programs, etc.). b. Parent donation funds as approved by DAC for teacher professional development (registration fees and materials); consultants for classroom projects; field trips; etc.
	<b>Subtotal</b>			
6000	Other Capital Outlay (including computer equipment)		25,000	Parent donation funds: digital cameras, lcd projectors and replacement bulbs; digital presentation cameras; other technology
7000	Indirect Costs (maximum of 3 percent, <u>excludes</u> Capital Outlay)	2515	3827	
	<b>TOTAL PROPOSED BUDGET</b>	86427	78, 827	Based on an anticipated 10% reduction in state GATE apportionment (83855)=a deficit of 2572 (District funding from 5000a above will cover this deficit).
	Amount of GATE Carryover funds and description of how carryover will be spent	No carryover	48,753	Parent phone-a-thon donation funds to be distributed in 08-09

**School-Based Coordinated Programs**

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

School	GATE Funds	School	GATE Funds

**GATE PROGRAM SERVICES**

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

<b>PROGRAM SERVICES (Select at least one)</b>	<b>Primary</b>	<b>Upper Elementary</b>	<b>Middle School</b>	<b>High School</b>
Special Day Classes:				
Part-time Groupings:				
Cluster Groupings:				
<b>OTHER PROGRAM SERVICES</b>				
Acceleration: 7 <sup>th</sup> grade Algebra 1; 8 <sup>th</sup> grade Geometry			x	
Honors:				
Advanced Placement: All three high schools				x
International Baccalaureate: One high school				x
Independent Study:				
Postsecondary Education: Dual enrollment at City College and/or University of California, Santa Barbara				x
Enrichment (Pull-out/Before/After School/Saturday Classes):				
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils Advancement Via Individual Determination (AVID) classes			x	x
Other (i.e., Special Counseling, Instructional Activities, Seminars):				

**STUDENT IDENTIFICATION CATEGORIES**

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

Intellectual Ability __x	High Achievement __x	Specific Academic Ability __x_	Leadership Ability ____
Creative Ability ____	Visual and Performing Arts ____	Other ____	

**PROGRAM NARRATIVE**

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

The Santa Barbara High School District serves a diverse student population of students who reside on the twenty-mile coastal shelf from Carpinteria to Ellwood, and which is bounded on the west by the Pacific Ocean and on the east by the Santa Ynez mountain range. There are 4 grade 7-8 junior high schools, 3 comprehensive high schools, one 7-8 community day school, and one continuation high school. Two of junior high schools are Program Improvement. Grades 7-12 receive students from five elementary Districts: Santa Barbara Elementary School District, Cold Spring, Goleta Union, Hope, and Montecito School Districts. Students from several private schools also enroll in the Secondary District from grades 7-12 in order to take advantage of the advanced learning opportunities. SBHSD receives strong parent and community support through mentor and volunteer programs, fundraising, matching grants, partnerships with community agencies and businesses, and active parent support groups.

The entire student body of Santa Barbara High School District consists of 9885 students is composed of 46% Hispanic students (4503); 46% white students (4539); 2% African American (197); 1% American Indian (100); 5% Asian (450); 1% Filipino (69); .1% Pacific Islander (12), and .02% Other (15). English Learners comprise 18% (1773); 13% Special Education students (1236); 11% socio-economic disadvantaged (1040). (CBEDS, 2007-2008).

The Mission Statement for Santa Barbara High School District is *The Santa Barbara School Districts, in partnership with parents and the community, will provide professional instruction and guidance so that students will: achieve academic excellence; understand and respect diversity; balance individual interests and civic responsibilities; participate in an increasingly technological society; take responsibility for their own learning and development.* Consistent with this Mission Statement, SBHSD's GATE Program provides a comprehensive continuum of services and program options that is responsive to the needs, interests, and abilities of gifted students. The program addresses both the academic and social-emotional needs of students who demonstrate exceptional intellectual ability. Using the "California Model" the GATE Program is organized into intellectual-ability groupings to ensure that students receive grade-appropriate core curriculum. At the same time, teachers differentiate grade-level content standards, process, and products through depth, complexity, novelty, and acceleration in order to challenge the gifted learner.

Oversight of the GATE Program is the responsibility of the District GATE Coordinator who works closely with the District Advisory Council, comprised of the District GATE Coordinator, the Assistant Superintendent for Secondary Education, School Site Coordinators, GATE teachers, and parents. The GATE Coordinator works directly with staff, parents, and students to ensure that all components of the GATE Program are implemented and evaluated.

GATE teachers and staff participate in professional development specific to the needs of the gifted and talented learner, including meeting intellectual as well as social-emotional needs. Parent education is offered throughout the year on issues of interest. At-risk GATE students participate in counseling, Advancement Via Individual Determination (AVID) classes, and appropriate intervention

strategies. The District encourages parent and community participation in the GATE Program through on-going forums to address needs and concerns, fundraising opportunities, and on-going educational opportunities.

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

**Section 1: Program Design**

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

<p>1:1 The plan for the District program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The plan for the Santa Barbara High School District GATE program was revised in the spring of 2008 by a committee of administrators, teachers, and parents, and reflects the District's commitment to a philosophy, goals, and standards appropriate to the needs and abilities of gifted learners. The GATE program provides students with the core curriculum and with opportunities to meet and exceed core content standards through differentiation. Using research-based theories and strategies, teachers collaborate to create lessons that provide depth, complexity, acceleration, and novelty.</li> <li>b. The District GATE Plan is reviewed and approved by the District Advisory Council and School Board, is aligned to the <i>California State Standards for Gifted and Talented Education</i>, and is based on the research and methodology of experts (Sandra Kaplan, Carol Ann Tomlinson, Susan Weinbrenner, Jim Delisle, and Joseph Renzulli).</li> <li>c. In addition to the District GATE Plan, each fall, and under the guidance of each School Site Coordinator, each secondary school submits a plan for that school, outlining plans and needs for addressing the interests and abilities of their GATE students, including community participation. Professional development needs are also addressed. The GATE District Advisory Council reviews these plans and approves them.</li> <li>d. A GATE District Advisory Council is comprised of</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The District plan is available in print form in the District GATE Office and at each school site, and on the District GATE web site. Additional information, such as resources, upcoming events of interest to students, parents, and teachers, opportunities for enrichment, GATE testing schedule and registration forms, and links to other web sites, is available on the District GATE web site, and is available in Spanish in print copy and on the web site.</li> <li>b. Every school in the District offers GATE and AP and/or IB classes. Students participate in the program at schools of their preferred attendance, or at schools based on academy offerings or block schedules.</li> <li>c. Our District Advisory Council meets 8 times during the school year (except December and June). They support the needs of the program through volunteer assistance at schools, and they assist the District Coordinator in the design and evaluation of the program. Additionally, they undertake a major fundraising event every year to provide additional resources to the GATE students.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Program options in creative ability, leadership, and visual and performing arts include advanced art, leadership, theatre arts, and performing arts at classes at junior high and Advanced Placement art classes, theatre and performing arts classes, and leadership classes at high schools. Academies are offered at high schools, including a Multimedia Arts and Design Academy, and a Visual Arts and Design Academy which provide opportunities for students to progress through an academic curriculum designed to place them into the field of graphic or visual arts with mentors and business partners during their junior and senior years. An Engineering Academy, a Construction Academy, and a Health Academy (Emergency Medicine and Nursing) also Attract GATE students. All Academies develop leadership skills.</li> </ul> <p>Additionally, many GATE students participate in the theatre and performing arts programs, where many secondary schools offer state-of-the art theatres and stage-craft classes. Musical groups in high school travel extensively and are widely recognized as among the best in the nation. One junior high offers an 8<sup>th</sup> grade debate class that attracts many GATE students. Many GATE students participate in high school Mock Trial teams, which have also</p>

<p>an Assistant Superintendent for Secondary Education, the District GATE Coordinator, School Site Coordinators (GATE teachers), parents, and community members. They support the needs of the program and assist the District Coordinator to design and evaluate the program.</p>		<p>garnered state and national recognition in competitions.</p>
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<p>1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. In grades 7-10, GATE classes are offered in the four core curricular areas, and within each class, aspects of the curriculum are differentiated +according to the interests and abilities of students. All three high schools offer AP classes, and one high school offers IB classes.</li> <li>b. Identified GATE students receive differentiated instruction throughout the day as part of the core curriculum.</li> <li>c. Teachers trained in differentiation provide accelerated lessons and/or extension activities to meet the needs of GATE students. Within schools, teams of teachers assigned to teach GATE classes meet regularly to ensure a sequential, coherent, and articulated curriculum.</li> <li>d. Teachers use a variety of formative assessment tools and analyze results to determine curriculum already mastered, areas of needed improvement, and areas where students are ready for depth, complexity, acceleration, and novelty. Flexible groupings are determined from this information based on student need, interest, and ability.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. GATE classes and cluster-grouped classes provide junior high students with appropriate intellectual peer interaction. Additional high achievers who meet established identification criteria may be selected by individual school sites to participate in GATE classes.</li> </ul> <p>Junior high and high school students who are identified in a specific area of intellectual ability are placed in GATE classes in that subject. Such cluster groupings continue into high school, when, beginning at grade 10, students are encouraged to take Advanced Placement or IB classes, especially focusing on their area of strength.</p> <p>Students in grades 7-12 may also be enrolled in (AVID)) classes or dual-enrolled in community college classes in order to meet their needs.</p> <p>Teachers, counselors, and administrators are trained to assist students in designing a personalized program and setting goals.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. In addition to an advanced curriculum, students have access to counselors, some of whom have had special training in meeting the needs of gifted and talented students. It is a goal of the GATE Program and the District for more counselors to receive specialized training in the needs of gifted students.</li> </ul> <p>Starting in 7<sup>th</sup> grade and continuing through 12<sup>th</sup> grade, depending upon need, many GATE students are enrolled in AVID classes.</p> <p>Teachers address the social-emotional needs component through novelty in the core curriculum through extensions, self-selection of projects, and differentiation of process and products.</p> <p>Individual students may be referred for a mentorship or advanced learning at a college or university.</p> <p>The GATE Office makes available opportunities for students to participate in programs beyond the school, such as The Johns Hopkins Talented Youth Program, Stanford Summer Institutes, UCSB's Young Writers' Program, Future Leaders of American: Latino Youth Leadership Program, UCSB Summer Research Institutes, etc.</p>

1:3 The program is articulated with the general education programs.

**Minimum Standards: One year approval**

- a. The program provides continuity within the gifted program and with the general education, special education, and English Language Development programs by making GATE training available to all SBHSD teachers. Differentiation strategies are shared by all teachers for all students.
- b. A District GATE Coordinator is responsible for the overall management of the program including overseeing and organizing the identification process, program development, professional development, community and parent outreach, budget oversight, and program evaluation. The District Coordinator is an experienced GATE teacher who is on split assignment, and whose experience in the classroom continues to inform the operation of the GATE Program, and who can provide classroom help and modeling of instructional strategies. The District Coordinator is the liaison between the District and the Tri-County GATE District Coordinators and attends monthly county meetings. The District Coordinator disseminates current research, California Association for the Gifted updates, and professional development opportunities to principals, teachers, and parents. The District Coordinator conducts the District GATE Evaluation, which this year is being conducted on-line.
- c. Parents and members of the community play an important role in their involvement and support of the GATE program. Parents and community volunteers support GATE teachers in the classrooms as guest speakers and by providing materials and supplies for special projects/events such as the GATE-sponsored "College Information Night" which parents organized and at which community members volunteered as guest speakers. A "Career Night" for GATE students is planned for next year, to be organized by our District Advisory Council. One parent and one community member with expertise in evaluation have assisted the District Coordinator with the development of the on-line evaluation survey for parents, teachers, students, and

**Commendable Standards: Two year approval**

- a. Every school in the District has instituted Professional Learning Communities, with various configurations of teachers meeting regularly to plan, organize, and articulate the curriculum. Professional Learning Communities (PLC's) are organized for grade level teams, cross-curricular teams, and teams of GATE teachers. In addition to discussing the scope and sequence of the curriculum and how it is differentiated for GATE students, GATE teachers at their PLC discuss individual students, communication with parents, long term projects, special events (Civil War Day, Renaissance Faire, Walk Through the Middle Ages, etc.), and other interdisciplinary projects.
- Teachers work together to continue to refine a curriculum that reflects appropriate differentiation strategies using depth, complexity, acceleration, and novelty, and well as universal themes. Many teachers currently teaching GATE and many who are not assigned to teach GATE classes will be attending the California Association for the Gifted Summer Institute in August, and they will be given the opportunity to meet together to develop lesson plans after the institute and before school begins this fall.
- Each year teachers who have not attended the CAG Summer Institute are encouraged to attend and registration is funded through District Advisory Council donation funds.

**Exemplary Standards: Three year approval**

- a. The Secondary District GATE Coordinator works closely with the Santa Barbara Elementary District GATE Coordinator to ensure a comprehensive, structured, and sequenced program. Two years of professional development of classes leading toward the GATE certificate were organized by the Secondary District and Elementary District GATE Coordinators. Continuing professional development will be dependent upon funding, but the intention is to arrange for Pre-AP vertical teaming and/or IB Middle Years program training for all teachers grades 7-12.
- Additionally, the District GATE Coordinator meets yearly with each of the five feeder Districts' 6<sup>th</sup> grade teachers (principals sometimes included) to discuss Cognitive Abilities Test results and the interests, abilities, and social-emotional needs of incoming 6<sup>th</sup> grade students. These meetings include a discussion of curriculum, professional development opportunities, and needs of students and families, and especially the appropriate support for underrepresented or underperforming students.
- b. The program provides support services including counselors and consultants. School site counselors work closely with the District GATE Coordinator to provide support services including appropriate school interventions (homework club, mentoring, tutoring,) and referral to outside agencies if appropriate (Council on Alcohol and Drug Agency, Family Service Agency, Daniel Bryant Youth and Family Treatment Center).
- Beginning in the fall of 2008, the District office will encourage school site counselors to develop expertise in the social-emotional needs of GATE students. Through Tri-County GATE, counselors are offered opportunities throughout the year to attend conferences with such experts in the field as Sally Reis, Dr. Barbara Clark, and Dr. James Webb. Many counselors have attended these sessions, and the GATE office would like to

<p>administrators/counselors.</p> <p>Parents from each of the seven secondary schools serve both on individual GATE School Site Councils (which meet three times per year at each school) and on the District Advisory Council, which meets 8 times a year. Each academic year a parent volunteers to edit and produce the GATE Newsletter, published three times a year. Dozens of parents help organize and run the annual GATE Phone-a-thon. Another parent manages our GATE Parent email mailing list (on which parents sign up voluntarily), and parents organize an end-of-the-year "thank you" recognition for GATE and AP teachers, and other support staff.</p>		<p>encourage more counselors to take advantage of these trainings.</p>
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## Section 2: Identification

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

<p>2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.</p>		
<p><b>Minimum Standards: One year approval</b></p> <p>a. An equal opportunity to participate in the GATE Program is available to all students regardless of socioeconomic, linguistic or cultural background, and/or disabilities. Students who have been identified in their feeder District as GATE students are accepted into our secondary District without retesting. Any student who has not qualified may attempt to qualify by taking the Cognitive Abilities Test. The GATE Office schedules a testing date with each feeder elementary school, as well as offering Saturday testing dates in August, October, November, January, February, March, April, and May of every year to accommodate private school students or students new to our District. The Cognitive Abilities Test can also be administered individually or untimed as needed.</p> <p>b. Standardized test scores, teacher observation, student performance and potential, and parent request are among the traditional and non-traditional procedures used in the search for gifted students. A Renzulli scale and student portfolio of work are also used for identification purposes.</p> <p>c. In November of each year, all parents/guardians, and teachers of incoming students from our 27 feeder schools are sent a letter in English and Spanish informing them of how a student can qualify for the secondary GATE program. Parents may also find qualification information, and our testing policy and registration form, on our web site. Parents may respond by registering their student for a weekday testing session scheduled at their child’s school. All testing data, along with grades and standardized test scores, is reviewed by the GATE coordinator with each 6<sup>th</sup> grade teacher at each feeder school to determine qualification of students.</p> <p>c. In cooperation with our elementary District, and with the assistance of our Director of Research and Evaluation, the GATE Office is making a concerted effort to seek out and identify underrepresented populations. These</p>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. GATE School Site Coordinators help their new teachers, counselors, or administrators to identify potentially gifted learners. School Site Coordinators are encouraged to contact and mentor new teachers, counselors, and administrators to ensure that they understand the District’s criteria for identification. We need a more systematic method to ensure that School Site Coordinators contact new teachers, counselors, and administrators. A high rate of turnover among School Site Coordinators has made this effort a challenge.</p> <p>b. The District maintains data on nominees and includes these data in reassessing students who are referred more than once. The GATE Office maintains both paper and computer files on all student nominations and subsequent identification decisions. GATE identification status is also maintained on the District student data information system</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>No standards for this section.</p>

<p>include the use of the Renzulli Scale and data analysis by the Director. A goal for the 2008-2009 school year is to conduct an analysis of the standardized test scores of underrepresented populations to determine the top score band and then to use this band data as the basis for a recommendation to test for GATE. Students do not re-take the Cognitive Abilities Test, but teachers may complete a Renzulli Scale which is then review by a committee consisting of the District GATE Coordinator, a GATE and AP English teacher, and a GATE and AP math Teacher.</p> <ul style="list-style-type: none"><li>d. Students may be nominated for participation more than once depending upon their performance in their classes.</li><li>e. At the beginning of each school year, School Site Coordinators review with staff, especially new teachers or counselors, information about the registration process, including the characteristics of gifted learners. They also have access to the test registration forms.</li></ul>		
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<p>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. A committee, including the District GATE Coordinator and GATE teachers, makes final determinations on individual student eligibility for the program. For incoming secondary students, the District GATE Coordinator consults with the student's previous grade teacher.</li> <li>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. CogAT scores, standardized test results, and mitigating factors are used in combination to make a qualification determination. Students who do not qualify on these criteria may appeal.</li> <li>c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. Parents receive a letter from the District GATE Coordinator informing them of the qualification decision along with a letter explaining the appeal process, if applicable. Information is sent in Spanish and English. Parents and students, with the assistance of teachers, can submit a Renzulli Scale (complete by the teacher), and a portfolio of student work. A Review Committee consisting of the District GATE Coordinator, a GATE English language arts teacher, and a GATE math teacher, review the Renzulli's and the student portfolio to make a determination. A second letter is then sent home to inform the family of the committee's decision. If the student still does not qualify, the student may still participate in the GATE Program by request as a non-identified student and on a space-available basis.</li> <li>d. Transfer students are considered for identification and placement in a timely manner.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The identification tools used are reflective of the District's population. The District uses the CogAT, which has a Non-Verbal section that is appropriate as an identification tool reflective of our District's population. The Renzulli Scale is also appropriate for our English Language Learners; however, the District is also aware that we need to do more to increase the percentage of our underrepresented populations participating in the GATE Program. Toward this end, the Director of Research and Evaluation, in cooperation with the GATE Elementary Coordinator and the Secondary Coordinator, are piloting in the elementary District a method of seeking out economically disadvantaged, ELL students, or other underrepresented populations for testing. An analysis of these students' standardized test scores will reveal the top performance band. Students in the top 5% performance band will be recommended for GATE testing. If they qualify, they will be offered support services such as AVID classes.</li> <li>b. The District makes timely changes in identification tools and procedures based on the most current research. The above plan is an example of the modifications in our identification procedures deemed necessary because the use of the Renzulli Scale has not resulted in a greater number of underrepresented students participating in the GATE Program. Also, current research demonstrates that AVID classes are beneficial in providing the support necessary to help underrepresented students succeed. These students have been enrolled in AVID classes in order to provide them the best possible opportunity to succeed.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. The District GATE Coordinator works closely with the teachers who participate in the Identification Review Committee, and with the Director of Research and Evaluation to review eligibility of nominated students, and to analyze test results of individual students.</li> <li>b. The diversity of the District's student population is increasingly reflected in the District GATE population. The District is striving to provide a program that is equitable and reflects the diversity of the District. The District GATE Coordinator works closely with School Site Coordinators and teachers of our feeder schools to identify candidates for participation. The diversity of the GATE population is increasing, and as described in the previous column, a concerted effort is underway to identify more students. It is a District goal to identify more such students.</li> </ul>

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.

<b>Minimum Standards: One year approval</b>	<b>Commendable Standards: Two year approval</b>	<b>Exemplary Standards: Three year approval</b>
<p><b>a.</b> Parents are notified in writing of their student's eligibility to participate in the program, and parent permission to participate on file as part of the registration process. Our web site, the GATE Office secretary, the District GATE Coordinator, and all school counselors provide parents with class schedule options based on the categories of identification (all GATE classes, or English/Social Studies, and/or math and science). Orientation to the GATE Program and GATE classes are provided at our annual District-wide GATE Information Night" (delivered with Spanish translation). Each school site offers a pre-Back to School Night GATE Orientation presented by each school site's Site Coordinator. A plan for the coming year is to offer an Introductory GATE Orientation for students and parents new to a school, and an orientation designed for those students and parents who have been at the school. This second type of meeting would focus on social-emotional needs (such as stress management, for example, or topics specific to an individual school).</p> <p><b>b.</b> The GATE Office keeps both paper and computer file documentation for each student nominated. The GATE Office will respond to parent requests for identification information to be sent to another District or school within five days of the request.</p> <p><b>c.</b> Multiple criteria are used in the identification process, and multiple individuals review student's identification materials, including the District GATE Coordinator, the Renzulli and Portfolio Committee, and the Director of Research and Evaluation (when necessary). Once identified, a student remains identified through 12<sup>th</sup> grade, although alternate services may be deemed necessary at some time. Multiple team meetings with a variety of intervention strategies is required before a student is offered alternate services, and that student will have the option to return to GATE classes when deemed appropriate.</p>	<p><b>a.</b> Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student. Multiple meetings are held, using the schools' Pyramid of Intervention strategies. Parent, teacher, and student conferences are held first, with a review of study skills, organizational issues, and time-management strategies are discussed. Enrollment in an AVID class may be recommended. If positive changes do not result, another meeting is scheduled, this time including the student's counselor and perhaps including teachers from other classes if appropriate. A tutorial class or after-school homework club may be assigned. Depending on results of these efforts, a change in schedule may result, but only with the agreement with the student and the family, frequently with an action plan to return to GATE classes at some point in the future. It is made clear that the student is not being removed from the GATE Program, but is instead opting for different services.</p>	<p>No standards for this section.</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])

<p>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum enables gifted students to meet or exceed state core curriculum and standards in a variety of ways. Teachers are trained to create opportunities for students to become analytical thinkers, creative problem solvers, and collaborative team members. Using universal themes and a core curriculum differentiated through depth, complexity, acceleration, and novelty, GATE students meet and exceed state core content standards.</li> <li>b. GATE students are provided balanced development through the delivery of the core curriculum that is differentiated through acceleration and a variety of methods of instruction. Teachers use appropriate pedagogy based on the research models of Kaplan (scholarliness, depth, and complexity), Tomlinson (tiered assignments), and Renzulli (compacting and independent study).</li> <li>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). GATE math classes are accelerated by offering Algebra 1 at 7<sup>th</sup> grade and geometry at 8<sup>th</sup> grade; AP and IB programs at the high schools offer an accelerated curriculum. Teachers offer students self-selected projects in Science Fairs, Civil War Days, A Walk Through the Middle Ages, and Renaissance Faire. Students go into more depth and complexity while mastering core content standards and more complex material, by participating in one of the high schools' Visual and Design Arts Academy, Multimedia Arts and Design Academy, an Engineering Academy, or Mock Trials.</li> <li>d. Many teachers and administrators have been trained in the 40 Developmental Assets to promote</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The core curriculum is compacted for gifted students. Teachers use benchmark assessments which are then analyzed in our Professional Learning Community teams thereby enabling GATE teachers to determine at the beginning of each unit which core content standards students have mastered and which standards need to be taught. In this way, the curriculum is both compacted and differentiated.</li> <li>b. English teachers have participated in both implementation of the District or state adopted textbook and GATE professional development, as have math teachers. Social studies and science teachers have aligned their curriculum across the District, and participated in GATE professional development. Many District teachers have attended AVID trainings which also address differentiation methods. Teaching strategies that promote inquiry, including Socratic seminar, Bloom's Taxonomy, Cornell notes, and metacognition (which is taught directly by many teachers), ensure that students experience appropriate modes of learning. This fall, grades 7-10 teachers will have the opportunity to participate in training for the International Baccalaureate Middle Years Program or Pre AP Vertical teaming.</li> </ul> <p>Differentiated experiences in English classes include advanced reading level novels for in-depth study, open-ended projects, creative writing, advanced composition, and art/technology projects. Science classes incorporate hands-on learning and use resources from UCSB, including a National Science Grant which funds graduate student participation in 8<sup>th</sup> grade GATE science classes. Outstanding science projects are entered in the county's annual science fair.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The Santa Barbara High School District's scope and sequence for differentiation in grades 7-12 reflect the state content standards in each core area, which at the same time include the elements of scholarliness, universal themes, depth and complexity, varying modes of instruction, and supplementary resources for advanced learning.</li> </ul> <p>The GATE Office provides continuing opportunities For teachers to acquire skills necessary to implement the scope and sequence of differentiated instruction. The GATE Elementary Coordinator and the Secondary GATE Coordinator have worked closely together to provide trainings such as (but not limited to) District-sponsored GATE trainings, CAG Conferences, and Tri-County GATE Council Seminars. Additionally, all secondary teachers will have the opportunity to participate in Pre-AP Vertical Teaming training or the IB Middle Years Program to improve the scope and sequence of our GATE and advanced learning program, grades7-12.</p>

<p>the development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contribution to society. Each school site promotes character development through Leadership Clubs, Honor Societies which require services to school, Service Learning Projects, and recycling programs. Seventh- and eighth-graders can attend the annual Tri-County GATE sponsored Westmont Leadership Conference. Additionally, GATE teachers differentiate the curriculum using the icons of “Big Ideas” and “Ethical Standards” where appropriate.</p>	<p>Rigorous academic work in the high schools is offered through Advanced Placement classes, International Baccalaureate Classes, and unique academies at each high school, including Visual and Design Arts, Media and Design Arts, and an Engineering Academy, which won second place in a national robotics competition in April. Students in grades 10-12 can enroll in local community college classes offered on the high school campuses, and earn both high school and college credit. Each of these options offers a distinctly advanced and extended workload that involves higher level thinking, creativity, analysis, and synthesis that set them apart from the regular high school courses in the same subjects.</p> <p>c. The differentiated curriculum includes the “California Model” learning theories of Kaplan, Tomlinson, and Winebrenner. The utilization of such techniques as curriculum compacting, flexible grouping within self-contained classrooms, and the instructional strategies of universal themes, depth, complexity, acceleration, and novelty are all utilized to meet the needs, interests, and abilities of gifted students. GATE students report in their evaluation surveys that they enjoy being GATE students because they have the opportunity to work at advanced levels, that their teachers know they can go into more depth, and that they have “philosophical discussions” in their GATE classes.</p>	
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3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

**Minimum Standards: One year approval**

- a. The differentiated curriculum is based on core grade level standards and is provided to students in self-contained classes during the regular school day. Seventh and eighth grade GATE students take either GATE English and social studies, or GATE math and science, or all four, depending upon their area of identification and interests. Starting in 10<sup>th</sup> grade, students begin Advanced Placement classes based on needs and interest, or they may begin the International Baccalaureate program in 11<sup>th</sup> grade. Visual Arts and Design, Media Arts and Design, and an Engineering Academy are also offered during the regular school day.
- b. All GATE, Advanced Placement, International Baccalaureate, and Academy teachers differentiate the curriculum with appropriate instructional models. Teachers have all attended appropriate professional development conferences and workshops, and all use the strategies of compacting, acceleration, depth, complexity, and novelty. Kaplan's icons are used to develop lessons, and teachers share these lessons within and among schools. GATE funding is used to support teachers for time to develop such lessons and for supplementary materials as needed to implement lessons.
- c. Using both District and State GATE funding as well as donation money from our annual GATE Phone-a-thon, all GATE, AP, IB, and Academy teachers have needed materials and appropriate technology to deliver a sophisticated curriculum. Document cameras, lcd projectors, lab equipment and supplies for biology, chemistry, and physics classes, art supplies for interdisciplinary projects in English and social studies classes, and audio/video technology equipment are all examples of the ways in which the differentiated curriculum is supported by appropriate materials and technology.

**Commendable Standards: Two year approval**

- a. All classes use state-approved standards-based materials, and teachers in core areas have attended training on implementing these materials, training which includes differentiation for gifted learners. GATE teachers meet to purposefully design units and courses of study using their extensive knowledge of strategies acquired through conferences, workshops, and GATE professional development coursework. Teachers use benchmark pre and post tests, formative assessments, rubrics, and self-evaluations to ensure student success. By such means, GATE students meet and exceed state standards (see Evaluation section).
- b. Differentiated instruction is provided for students through a variety of teaching and learning patterns throughout the school day. Gifted learner instruction is enhanced and personalized through, but is not limited to, the following configurations:
  - Small group ability within the class
  - Large group ability within the class
  - Whole group instruction
  - Individual instruction
  - Independent study
  - Reciprocal teaching strategies
  - Direct instruction
  - Socratic Seminars
  - Cooperative groups
  - Peer teaching

AVID classes are also available to meet the needs and abilities of some students.
- c. A wide range of materials and resources is available to teachers to support and enhance differentiated instruction. Above grade-level print and non-print materials are available in each core subject area, and teachers make extensive use of the Phone-a-thon donation funds to purchase materials and resources, including but not limited to, dvd's, classroom libraries, art materials, and technology, to augment the differentiated curriculum and to meet the needs of individual students.

**Exemplary Standards: Three year approval**

- a. The District-mandated grade-level subject area, vertical-teamed, and interdisciplinary Professional Learning Communities allow teachers within each core department to meet regularly throughout the year to plan and implement a well-articulated curriculum for GATE learners. Extension projects and independent study are included in these lessons, and teachers regularly share new ideas during summer curriculum work days of lessons or projects to be implemented the following school year. This process is ongoing, the latest of which is the plan to have all GATE teachers attend AVID training, and either Pre-AP or IB Middle Years Program training. Both GATE Office funds and Phone-a-thon donation funds support the continual updating of the differentiated curriculum across the District.

## Section 4: Social and Emotional Development

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

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

<b>Minimum Standards: One year approval</b>	<b>Commendable Standards: Two year approval</b>	<b>Exemplary Standards: Three year approval</b>
<p><b>a.</b> This District understands that social and emotional development is vital to the success of every student. The District acknowledges that GATE students have special needs and is committed to providing support and opportunities for students as well as providing on-going training for parents, teachers, counselors, principals, and administrators in the area of social-emotional development of gifted learners. The District GATE program provides for the development of realistic, healthy self-concepts.</p> <p>Information regarding social-emotional development of gifted students is provided to teachers, parents, and administrators in a variety of ways, including but not limited to the following:</p> <p>The District GATE Coordinator attends Tri-County GATE Council meetings, and from this group brings back information to School Site Coordinators, parents, and teachers, counselors, and principals in the form of articles, books, information about workshops, etc. This information is distributed to School Site Coordinators and parents at monthly District Advisory Council meetings. In turn, School Site Coordinators this information to GATE teachers and counselors at their individual school sites.</p> <p>Through Tri-County GATE, twice yearly workshops are offered to teachers, counselors, and parents on the needs of gifted students. The District GATE Office encourages attendance at these workshops, and pays the registration and mileage for attendance by staff.</p> <p>School sites are encouraged to join California</p>	<p><b>a.</b> Our District is fortunate to have a veteran staff of GATE teachers who have many years of experience working with gifted students and their families. New teachers are trained regarding social and emotional development of gifted students, through CAG-affiliated conferences such as the annual Summer Institute (which has been held here in Santa Barbara for 15 years), District inservices, and Tri-County GATE Council conferences conducted by such experts as Dr. Barbara Clark, Maureen Neihart, and Dr. James Webb. The District GATE Coordinator, School Site Coordinators, GATE teachers, and counselors attend these sessions, and are given the opportunity to meet afterwards to address specific counseling needs of GATE students. Teachers meet together formally and in informal settings to discuss meeting the needs of gifted students in general and in terms of individual students. District-required Professional Learning Communities allow GATE teachers to meet on a regular basis to discuss the progress of the GATE classes and individual students. Counselors frequently attend these PLC meetings.</p> <p>Teachers incorporate techniques to support affective learning in their classrooms through Socratic Seminars, art projects, self-selected projects, and independent study.</p> <p><b>b.</b> Many of our counselors are also veterans with expertise in the social and emotional needs of gifted learners. They serve as mentors to new counselors, and these new counselors are encouraged to attend trainings on the social and emotional needs of gifted students. The District Coordinator also meets with individual counselors</p>	<p><b>a.</b> Teachers collaborate with counselors and maintain on-going communication regarding student needs. The GATE Office maintains computer and paper file records on students with exceptional needs. The GATE Planning Committee has recommended that, in addition to the District-required Pyramid of Interventions for all students, GATE students receive appropriate and documented services and interventions. Each school site will have a GATE Team consisting of an administrator, the School Site Coordinator, a counselor, and other teachers.</p> <p><b>b.</b> The above-mentioned GATE Team from each school will attend appropriate trainings in intervention strategies for at-risk students. They will ensure that every available intervention and support structure in the school, home, or community will be available to at-risk students, and will document such interventions as appropriate.</p> <p>High Schools offer "University Club," whose members are underrepresented students. Counselors identify students in their freshman year and meet them regularly outside of class to ensure that they are making satisfactory progress, that they attend college information meetings, and that they are aware of financial aids opportunities.</p>

<p>Association for the Gifted, National Association for Gifted Children, and Supporting the Emotional Needs of the Gifted (SENG) and to share information at the school site from these organization's publications.</p> <p>The GATE Office maintains an extensive lending library consisting of books, articles, DVDs, and other information for teachers, parents, and counselors to check out.</p> <p>The GATE Office belongs to state and national organizations and uses information from these groups to provide the District Advisory Council with information about social-emotional needs; parents and teachers from DAC relay this information to other parents and teachers at their school sites.</p> <p>The District GATE Coordinator attends "GATE Information Night" at feeder elementary Districts and addresses both the social-emotional needs as well as academic/intellectual needs of gifted students.</p> <p>Each fall, each secondary school conducts an orientation meeting for GATE parents. Teachers and counselors address the social-emotional needs of GATE students at these meetings.</p> <p>Each October, the GATE Office presents a "GATE Information Night" which is advertised District-wide and to all feeder Districts. The District GATE Coordinator, Assistant Superintendent, Director of Research and Technology, and GATE teachers from a variety of schools give presentations on a range of topics including identification, curriculum and instruction in GATE classes, characteristics of giftedness, and the social-emotional needs of GATE students. These evenings are always well-attended.</p> <p><b>b.</b> The GATE Office, in cooperation with parents, has presented a "GATE College Night," presenting students and families information about the college application process, seeking a college that is a "fit" for a student's needs and abilities, financial aid, managing the stress of the application process, and college tours in order to ensure that a college is a "fit" for each student.</p> <p>DAC Parents, working with Community Members</p>	<p>as needed for training. More training for counselors was deemed necessary by the GATE Planning Committee, which consisted of District administrators, counselors, the District GATE Coordinator, a School Site Coordinator, teachers, and parents. Such trainings will be a focus goal of the District GATE Office for the 2008-2009 school year.</p> <p>The District GATE Coordinator has received training in the 40 Developmental Assets and has distributed information to the Site Coordinators. Each school site has 2 (junior high level) or 3 (high school level) Youth Service Specialists who provide counseling services to all students, but who are also knowledgeable in the unique characteristics of gifted students. One YSS counselor has volunteered to serve as a chaperone/facilitator at Tri-County GATE's annual Westmont Leadership Conference for 7<sup>th</sup> and 8<sup>th</sup> graders.</p> <p>YSS counselors and each school's guidance counselors have received training related to identifying gifted students who may be at-risk for depression, suicide, and substance abuse. All counselors are knowledgeable about the referral process to outside agencies when appropriate, including but not limited to the Council on Alcohol and Drug Abuse, Family Services Agency, and the Daniel Bryant Youth and Family Treatment Center.</p> <p>The District GATE Coordinator or the School Site Coordinators at school sites may attend IEP meetings of special needs gifted students when appropriate.</p>	
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<p>of our District Advisory Council, who include the Education Director of our local Girls' Inc., the Director of our local Cal-SOAP, and the GATE Office are planning a Career Night for GATE students in the 08-09 school year. Local business partners, college and universities, and parents will present sessions on career choices, education pathways, stress management, and job descriptions.</p> <p>Currently, an annual high-school sponsored Career Fair rotates among the three high schools and GATE families participate. The Future Leaders of America offers leadership training during the summer for Latino youth.</p> <p>Counselors provide career/college, application and scholarship/financial aid information to all students. Students are notified of pre-college opportunities through summer classes such as John Hopkins University, the Stanford Summer Institutes, and UC Irvine Pre-College. Students in 7-12 may participate in AVID which provide college counseling and academic support to underachieving students to help them succeed.</p> <p>Teachers recommend students for such enrichment programs as Global Youth Leadership Conference, National Youth Leadership Conference, Great Books Summer Institutes, etc.</p> <p>Service Learning projects are also available to students at all three high schools, and the Engineering Academy, Visual and Design Arts Academy, and Media and Design Arts Academy offer students hands-on learning which meets their individual needs and interests, and helps to develop their unique strengths.</p>		
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<p>4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).</p>		
<p><b>Minimum Standards: One year approval</b></p> <p>a. Gifted students' progress is monitored regularly by teachers through pre-tests, formative assessments, summative assessments, and discussions of group and individual progress in Professional Learning Communities. Teachers communicate regularly through email and teacher web sites with parents about daily homework assignments and long-term projects. Providing parents and families with information about homework and projects secures support for students at the outset and helps both parents and teachers monitor student progress.</p> <p>Teachers, by attending Tri-County GATE conferences or District-sponsored inservices, are trained to recognize symptoms of at-risk behavior. Teachers new to GATE are specifically asked to attend the Tri-County GATE conferences (including the Summer Institute here in Santa Barbara) or the state CAG conference in order to learn about these issues. GATE teachers regularly review the progress of GATE students through their Professional Learning Communities, which meet at each school site regularly throughout the year.</p> <p>Teachers have been trained in one or more of the following: The Culture of Poverty by Ruby Payne; The 40 Developmental Assets; and AVID. Teachers are trained to recognize symptoms and to identify to counselors or other administrators at-risk behavior.</p> <p>b. Appropriate referrals to internal and external agencies are made by Counselors and administrators who have been trained. They, too, have received training in the 40 Developmental Assets, AVID, and Ruby Payne's <i>The Culture of Poverty</i>. Homework club, Cal-SOAP tutoring, or Youth Services Specialists counseling on campus, or referrals to outside agencies including the Council on Alcoholism and Drug Abuse, Family Service Agency, etc. are made when needed.</p> <p>c. At-risk GATE students receive appropriate support</p>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. The District develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</p> <p>This year, a District-wide GATE Planning Committee met regularly throughout the year to review each aspect of the GATE Program. A Pyramid of Interventions was simultaneously being formulated at each school site. Part of the GATE Planning Committee recommendation was to formalize a "GATE Team" at each school site, consisting of a counselor, an administrator, the School Site Coordinator, and other teachers on a rotating basis. This team would ensure that GATE students who are referred to the counselors at the request of parents or teachers would receive appropriate services, and that each member of the team would receive training to ensure that they understand the special needs of GATE students. The GATE Office will ensure that teams will have access to appropriate training beginning in the fall of 2008.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>a. The GATE Planning Committee's recommendation of a GATE Team at each secondary school site, their training, and the various community agencies with which the District works (Council on Alcohol and Drug Abuse, Teen Court, Fighting Back, Cal-SOAP, Family Services Agency and YSS) supports the well-being of students.</p>

<p>services and are not dropped from the program because of related problems. Teachers, counselors, administrators, and parents work together to develop an appropriate intervention strategy to create a “safety net” for students when needed. For instance, AVID and Future Leaders of American: Latino Youth Leadership Program focus on providing support for underrepresented populations.</p> <p>d. Parents are invited to attend pre-Back to School Night meetings, the District’s annual “GATE Information Night,” and to visit our District GATE website for information pertinent to their student’s needs. All information on our website is available in paper copy, and we are currently working to translate all web-site information into Spanish. Print resources in the GATE Office and at individual school sites are made available to parents on this topic. Our thrice-yearly GATE Newsletter contains information about resources for students and parents, and is available in English and Spanish on our web-site and in print copy. Parents are encouraged to attend Parent Information Nights sponsored by Tri-County GATE with such experts as Jim Delisle and James Webb.</p> <p>Our GATE Career Night plans for 2008-2009 include a session on the importance of goal-setting in order to engage at-risk students in positive, purpose-driven behavior.</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])

<p>5:1 The District provides professional development opportunities related to gifted learners on a regular basis.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Professional development is on-going to ensure that District teachers, counselors, and administrators maintain and increase their knowledge of current philosophies and practices for gifted and talented education. An annual assessment of needs in paper form has been conducted yearly in the past, but beginning this year, an annual assessment of teachers, counselors, and administrators will be conducted on-line to determine needs for the following year.</li> <li>b. Parent, student, and educator surveys provide an opportunity for input from all. Teachers discuss outcomes obtained from professional development at District DAC meetings, and in Professional Learning Communities at their school sites, and then plan for future improvements. The District GATE Planning Committee, consisting of administrators, the District GATE Coordinator, teachers, and parents, met in 2008 to review the entire program. Its recommendations, based on the experience, expertise, and knowledge of the group, include required training for all GATE teachers, including but not limited to AVID, Pre-Advanced Placement Vertical Teaming, International Baccalaureate Middle Years Program, CAG conferences, NAGC conferences. Support for conference registration for such development has been approved by our District Advisory Council utilizing donation monies from our annual Phone-a-thon. District GATE Office supports teacher, counselor, and administrator training through funding of registration and substitutes as necessary.</li> <li>c. Experts in the field of gifted education provide inservice and extended professional development for teachers. District professional development offerings over a two-year period featured Dr. Linda</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers assigned to teach GATE classes are encouraged by the District to continue their professional development by focusing on Gifted education. The District GATE Planning Committee has recommended to the Board of Education that teachers take courses in differentiation, AVID Content Area Training, Pre-AP Vertical Teaming and Cornerstones Training, or IB Middle Years Program Training. Title II, GATE Office funding, and Phone-a-thon donation monies have been approved to support all teachers in training for teaching gifted students.</li> <li>b. A District process to qualify teachers to teach gifted students is in place. District teachers are encouraged to pursue the GATE Professional Certificate, which is available through UCSB extension, Cal Lutheran University, and on-line. Financial support for pursuing this Certificate is available through the means mentioned in a) above.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. District trainings are aligned to the level of teacher experience and competency in Gifted education. The readily accessible CAG Summer Institute, which regularly features Dr. Sandra Kaplan, serves as an excellent introduction to depth and complexity, and all District GATE teachers, but especially beginning teachers, are encouraged to attend. Advanced topics in gifted education are also offered at the Summer Institute, and through the conferences offered by Tri-County GATE Council, the Santa Barbara County Office of Education, and CAG.</li> </ul>

<p>Calvin. Experienced GATE teachers mentor other teachers and experienced GATE staff members provide peer training following conferences at Tri-County GATE Council and CAG or NAGC Conferences and Institutes.</p>		
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5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.

**Minimum Standards: One year approval**

- a. GATE teachers are selected on the basis of their education, experience, and expertise in teaching gifted learners. Teachers are encouraged to pursue the GATE certificate, and are given the opportunity to continue their professional development in the field through the financial support of the GATE Office and DAC, through Phone-a-thon funds.
- b. The District GATE Coordinator is an experienced and recognized expert in teaching gifted students. A veteran teacher of 36 years of high school and junior high GATE (and all levels) of teaching, the District Coordinator is on split assignment, teaching GATE classes part of the day, and coordinating the program the other part of the day. The District Coordinator continues to update her knowledge in the field, attending conferences and working collaboratively throughout the District and through the Professional Learning Community at her school site to build the knowledge and expertise of all teachers.
- c. District administrators, counselors, and support staff participate in professional development offerings such as District GATE trainings and Tri-County Council/CAG conferences. For example, site counselors have attended trainings by Dr. Barbara Clark, Jim Delisle, and Dr. James Webb, and other experts in the areas of special needs gifted students and social-emotional needs.
- d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students. These individuals participate in whole-school staff development on topics relating to gifted students, and may attend the Professional Learning Community's' discussions of individual students to review implementation of strategies. The District GATE Planning Committee has specified that counselors and administrators will continue to develop their expertise through attending conferences on social-emotional needs of gifted students.

**Commendable Standards: Two year approval**

- a. The District promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct inservices. Through District mandated Professional Learning Communities, teachers are collaborating with a focus on student learning more than ever. GATE teachers form one Professional Learning Community at each school, and meet regularly to review student progress, share strategies, and plan. At these times, they also have the opportunity to share what they have been learning at a conference or workshop, thereby accomplishing teacher-to-teacher professional development.

**Exemplary Standards: Three year approval**

- a. The District strongly recommends that all teachers wishing to instruct GATE classes obtain a GATE Professional Certificate. Funding to assist with registration/tuition fees is place through the GATE Office and Phone-a-thon donation monies. The GATE Office, in cooperation with the District, will encourage teachers to pursue such certification and will facilitate the process.
- b. The District Coordinator is a specialist in gifted education with demonstrated experience and knowledge in the field. The Coordinator has had 36 years of teaching both high school and junior high school GATE classes, as well as AVID classes. She is a National Board Certified Teacher, a County Teacher of the Year, and currently, a MetLife Fellow. She is currently undertaking an action research project on the social-emotional needs of gifted students, which should result in publication in an academic journal.
- c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned. Teachers can request a planning day, especially if they wish to collaborate with a colleague, to work on implementation of strategies. Additionally, the GATE Office has offered teachers paid "curriculum planning days" during the summer to work either individually or collaboratively to develop differentiated curriculum.
- d. The District Coordinator has identified individuals and businesses in the community who offer expertise in meeting the needs of gifted students. Content area tutors, reading specialists, private counselors with expertise in gifted students, business partners, retired teachers, and volunteers all contribute their expertise to meeting the needs of gifted learners.

## 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><b>Minimum Standards: One year approval</b></p> <p>a. Parents are an integral part of the design, delivery, and evaluation of the GATE program. Parents and students are informed of the identification process through evening presentations at our feeder schools, and with site visits by secondary counselors to 6<sup>th</sup> grade classrooms. Identification criteria is available on line (as is the registration form), and program options are explained. A letter is sent to all feeder schools informing them of the opportunity to test at their school site. Saturday testing sessions are available to private school students. Identification categories and program options are explained in these letters and on the web-site. All information is available in English and Spanish.</p> <p style="padding-left: 20px;">Parents receive identification decisions and Cognitive Abilities Test results by mail, accompanied by a copy of our identification criteria, including alternate criteria and program options. Follow-up questions regarding criteria and program options are addressed by the District GATE Coordinator.</p> <p>b. The District's state application is available to parents and the community through a variety of ways. The application is available in print copy in the District GATE Office and at the individual school sites. It is also available on line on our web-site in English and Spanish.</p> <p>c. GATE parents are involved in the ongoing planning and evaluation of the GATE program. Parents have assisted in the planning of the GATE program by serving on the GATE Planning Committee, which undertook a thorough review of the GATE Program this year. Parents have assisted the District GATE Coordinator in the development, deployment, and analysis of the</p>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. Orientations for parents take place in the spring of each year at feeder schools when District GATE Coordinator gives evening presentations to parents about identification criteria and program options. Additionally, in the fall of each year, Site Coordinators conduct a pre-Back to School Night GATE Introduction at each school. The GATE Office, in October of each year, presents "GATE Information Night" for current GATE students, parents, and feeder schools' parents. The web site is kept current of all GATE events and programs, including the most recent school years' GATE Planning Committee meetings, and goals, and recommendations.</p> <p style="padding-left: 20px;">District Advisory Council parents have established an opt-in email directory, which the District Coordinator, School Site Coordinators, and parents (with the oversight of the District Coordinator) can use to "e-blast" information to members.</p> <p>b. The products and achievements of gifted students are shared with parents in a variety of ways, including the following:</p> <ul style="list-style-type: none"> <li>• GATE Newsletter publication of student work (essays, poetry, creative writing pieces, or student-written articles about their accomplishments, including attendance at conferences, foreign exchange experiences, etc.)</li> <li>• Celebrations of culminating projects (illuminated manuscripts at Renaissance Faire, Science Fair, Poetry Night, etc.)</li> <li>• Classroom displays</li> <li>• Open House Presentations</li> <li>• Performances</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <p>a. Parents are involved in the development of the application and/or school site plans related to GATE programs. Members of our District Advisory Council read and suggest revisions/additions to the application. The May meeting of the DAC is devoted to a presentation of the plan to the whole group.</p> <p>b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum. Through participation on committees (including the year's GATE Planning Committee, and on the Assistant Superintendent's Secondary Advisory Council), participation in PTA's, on planning committees at schools for such events as Civil War Day, A Walk Through the Middle Ages, and Renaissance Fair, parents bring their unique contributions to the core curriculum and help to differentiate it. In addition to contributing their subject matter expertise, such as the page design artist and a calligrapher who help with the illuminated manuscript project or an engineer from a local research firm who volunteers in science classes and works with the Engineering Academy, numerous parents enrich the experience of GATE students.</p> <p>c. Through a variety of means, partnerships with businesses and community organizations, partnerships are established. A representative from Girls, Inc. and the Director from Cal-SOAP serve as community liaisons on our District Advisory Council. These two individuals are on our GATE Career Night Planning Committee, and help to bring other community members into the event. Many businesses contribute a matching donation at our annual Phone-a-thon, and other businesses such as Village Properties Teachers Fund and Service Learning Projects partner with our GATE Program.</p>

<p>evaluation survey and in the writing of the application.</p> <p>In spring 2008, our annual parent, student, and educator survey will be conducted online, with paper copies made available to parents as needed.</p>	<ul style="list-style-type: none"><li>• Art Shows</li></ul>	
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6:2 An active GATE advisory committee with parent involvement is supported by the District.

**Minimum Standards: One year approval**

- a. The District Advisory Council meets eight times a year and consists of two elected parent representatives from each school. All parents are invited to attend each meeting, but each school has two official representatives. They help plan and evaluate the program, including the planning of the Phone-a-thon, oversight and distribution of the Phone-a-thon donation funds, the evaluation committee, and teacher and student recognition activities. Each school site also has a GATE School Site Council which meets at each site three times per year, at which time the DAC parent representatives, and the School Site Coordinators report on budget, GATE class projects, parent education opportunities, etc.

Announcements of scheduled meetings, agendas, and minutes of each meeting are posted on our web-site, sent out through email distribution lists, and are available in Spanish. The web-site and email distribution list are maintained by the District GATE Coordinator and a parent volunteer.

- b. The District Gate Coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education. At each District Advisory Council meeting, and through use of the web site and e-mail distribution list, the District GATE Coordinator informs parents of education opportunities through the District, Tri-County GATE Council, CAG, etc.
- c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population. The School Site Coordinators and the District Coordinator issue personal invitations to particular parents in order to ensure that our DAC represents District demographics.

All parents of identified students are invited to attend at the Pre-Back to School Night GATE Information meeting, and at the District's annual

**Commendable Standards: Two year approval**

- a. A parent member of the GATE advisory committee co-signs the District's state application. The entire District Advisory Council reviews and gives final approval to the GATE plan and a GATE parent representative who has participated in the writing process throughout co-signs the District state application.
- b. Parents participate in the GATE advisory committee which meets on a regular basis. Please see 6:2, a.
- c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education. The District Coordinator collects and disseminates current literature and research on GATE education from various sources, such as GATE publications (*Gifted Education Communicator*, *Gifted Child Today*, *Gifted Child Quarterly*, etc.), CAG conference presentations, and books on gifted education. Each school site was provided with a copy of Dr. Barbara Clark's *Growing Up Gifted*, 7<sup>th</sup> Edition, and with *The Handbook of Secondary Gifted Education*. Parents are encouraged to check out materials from the District GATE Lending Library and the Tri-County GATE Council Library. Materials are available to parents, students, staff, and community members.
- d. The District GATE Coordinator collaborates with the District GATE Advisory Council to offer professional development opportunities to staff, parents, and community members related to gifted education. All staff, parents, and community members are invited to attend GATE DAC Meetings, Tri-County GATE Council Meetings and conferences, CAG conferences (scholarships are offered to parents through Tri-County), and these events are widely published on the web site, through flyers, and by email.
- e. The District GATE Coordinator and the District

**Exemplary Standards: Three year approval**

- a. Parents of identified special needs students (English Learners, special education) have equal opportunity to participate in School Site and District DAC meetings. Meeting times are scheduled to encourage greater participation, and DAC parents have offered ride-sharing when necessary. Information about meetings, agendas, and minutes are posted on our web site, translated into Spanish, and available in print copy. Evening information meetings (Pre-Back to School Night GATE Information Meeting at each school site, the annual District GATE Information Night) provide a Spanish translator.

Plans for next year's GATE Career Night will include provisions for child care and Spanish translation.

<p>GATE Information Night.</p> <p>All meetings are open to all interested parents.</p>	<p>GATE Advisory Council solicit community support. The annual Phone-a-thon is supported by matching donations from community businesses, and by matching services (e.g., a \$250.00 certificate for printing services, which one high school used to publish its creative writing magazine which featured GATE and Advanced Placement students' work). Local research firms contribute through employees' volunteer service in science classes and the Engineering Academy, and GATE parents with expertise in the arts provide support for theatre and arts programs, and for the Visual and Design Arts Academy and the Media and Design Academy.</p>	
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## 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])

7:1 The District provides ongoing student and GATE program assessment that is consistent with the program’s philosophy, goals, and standards.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> A GATE Planning Committee was convened during the 2008-2009 by the Assistant Superintendent for Secondary instruction for the purpose of a thorough review of the program. The committee consisted of the Assistant Superintendent for Secondary Education, the Assistant Superintendent for Elementary Education, the Director of Research and Evaluation, the District GATE Coordinator, junior and senior high school GATE and AP teachers, two members of the Board of Education, principals, (representing our District and feeder Districts) and parents (from both within our District, and parents from feeder Districts) The committee met twice a month from November through April. A consultant was hired to conduct 6 focus groups, consisting of parents, teachers, students, and administrators to determine baseline successes and concerns with the secondary GATE program. A concerted effort was made to conduct a focus group consisting of underrepresented students to ensure their voices were heard. The results of this committee’s work will be incorporated into modifications to the program that build on current successes.</p> <p>The parent, student, and education evaluation takes place annually as conducted by the GATE Office. In May, this survey will be conducted online, with print copies available to parents as needed. Results are shared with parents, teachers, and administrators in order to improve the program.</p> <p><b>b.</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. Working with the District GATE Coordinator, the evaluation survey has been designed by two members of the District Advisory</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> The District GATE Coordinator, the Director of Research and Evaluation, and the two District Advisory Council members each have expertise in assessment design and/or GATE program evaluation. They have worked collaboratively to design a valid and reliable survey, which will be conducted online in May.</p> <p><b>b.</b> The program contains a clear description of performance expectations at each grade level. Gifted students are expected to score at the proficient and advanced levels on standardized assessments. A study of CST proficiency levels of GATE students revealed that GATE students are meeting this standard. (see Program Evaluation, Review of Student Academic Progress, p. __)</p> <p><b>c.</b> Criteria for levels of performance or rubrics are used as part of the assessment process. Department specific rubrics are developed and implemented by classroom teachers as part of the performance assessment process. Students actively participate in performance assessment through goal-setting, self-evaluation, portfolios, and student-teacher conferencing.</p> <p><b>d.</b> Formative assessment measures are used to inform teachers and students about student progress through a unit of study. Differentiation adjustments, including acceleration or re-teaching, are made by teachers based on this information about student knowledge and capability. For example, students may keep learning logs, portfolios, work cooperatively in groups, participate in student inquiry through Socratic Seminars, and write self-evaluation reflections as part of this process.</p> <p><b>e.</b> The results and recommendations of both the GATE Planning Committee and the online</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a.</b> Each school site, through their grade-level, ability-level, and interdisciplinary Professional Learning Communities, is developing criteria for levels of performance for each unit of study and for performance on end of unit evaluations. In Professional Learning Communities, teachers also compare and analyze student performance on formative and summative assessment data and make decisions about appropriate differentiation strategies.</p> <p><b>b.</b> The GATE Planning Committee report included the program’s strengths and made recommendations for improvement. The evaluation survey, conducted each year, includes specific questions about the programs areas of strength and areas of needed improvement. Results of this survey are reviewed by administrators, the GATE Office and District Advisory Council, and recommendations are made for improvement to the various schools sites as needed.</p> <p><b>c.</b> The District has allocated time, financial support, and personnel to conduct regular and systematic formative and summative program assessment. The annual parent, student, and educator evaluation survey has been developed using the District Coordinator’s time, and with collaboration among the Coordinator, the Director of Research and Evaluation, and parent/community member participation. The office of the Director of Research and Evaluation has provided the summative assessment data (see GATE Program Evaluation, Review of Student Academic Progress, p. ____).</p>

<p>Council who have expertise in market research and assessment methodology.</p> <p>c. District teachers implement a variety of assessment practices on an on-going basis. Authentic, performance assessments are used in addition to standardized achievement tests. Teachers use pre-teaching benchmark examinations, teacher-developed rubrics for particular assignments, portfolio assessment, student self-evaluation, interdisciplinary culminating projects, and end-of course work standardized assessments are used in combination to evaluate student progress. Grade level, ability level, and interdisciplinary Professional Learning Communities at each school site regularly review student progress.</p>	<p>evaluation survey will be presented to the school board and will be published in print and made accessible through our web site. These results are also shared with teachers, administrators, and GATE District Advisory Council members.</p> <p>f. The District GATE Office encumbers the costs of the program assessment.</p>	
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## Section 8: Budget

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

<p>8:1 The District GATE budget is directly related to the GATE program objectives with appropriate allocations.</p>		
<p><b>Minimum Standards: One year approval</b></p> <p>a. GATE funds support the following:</p> <ul style="list-style-type: none"> <li>• District GATE Coordinator</li> <li>• School Site Coordinators</li> <li>• GATE secretary (5 hour per day)</li> <li>• Identification</li> <li>• Memberships to professional organizations</li> <li>• Subscriptions to publications</li> <li>• GATE Professional publications for parents, teachers, and students (lending library)</li> <li>• Instructional materials</li> <li>• Professional development (Tri-County Conferences, CAG Conferences, teacher curriculum development time, etc.)</li> </ul> <p>b. Expenditures of state GATE funds supplement, not supplant, District funds spent on gifted learners. The District GATE Coordinator annually reviews the authorized use of program funds with Site Coordinators and District Advisory Council members. School Site Coordinators assist the principal with the allocation of funds to support differentiation of the standards-based curriculum.</p> <p>c. The District Coordinator is budgeted on a part-time basis; School Site Coordinators receive a stipend commensurate with that of a Department Chair.</p> <p>d. Carry-over monies are minimal and maintained within the District GATE accounts. Budgets are monitored by the GATE Coordinator and the District Advisory Council. Carry over monies are re-distributed to sites, or used for teacher professional development during the summer, or for District-wide initiatives in support of the gifted program.</p> <p>e. Indirect costs do not exceed state limitations. State limitations are adhered to by the District regarding indirect costs.</p>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. Allocation for the District GATE Coordinator, regardless of funding source, reflects the scope and complexities of the District's size and GATE plan. The District GATE Coordinator is allocated two periods per day of the teaching contract. This allocation reflects the scope and complexity of the District's size and the plan.</p>	<p><b>Exemplary Standards: Three year approval</b></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. GATE students may benefit from funding from other programs, including Title II, GATE Phone-a-thon donations, Tri-County Council Grants, and Santa Barbara Foundation Care and Share Grants. A pooling of resources and coordination between programs (sometimes including collaboration between our GATE Elementary Program, when appropriate) enables the District to enhance and expand the program.</p>

## APPENDIX I

### 2008-09 GATE PROGRAM EVALUATION

Local educational agencies (LEAs) are required to develop a plan for evaluating various components of their GATE program including an annual review of pupil progress and administration of the program and procedures for modifying the program based on the annual review. (CCR, Title 5, 38311[j][5][6]) LEAs submitting applications for renewal of their GATE authorization are required to submit a program assessment. (EC 52212[a][1])

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

#### 1. Review of Student Academic Progress

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

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

#### 2. Review of the Administration of the GATE Program:

Provide a review of the administration of the GATE program that includes data for one or more of the following:

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

Table A

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

Grade	7	8	9	10	11
<b>CST English-Language Arts Sum of Proficiency Lvl's 4, 5</b>					
GATE	98%	98%	98%	95%	95%
ALL	60%	53%	63%	54%	53%
<b>CST Mathematics Sum of Proficiency Lvl's 4, 5</b>					
GATE	90%	*	*	*	*
ALL	50%	*	*	*	*
<b>CST Geometry Sum of Proficiency Lvl's 4, 5</b>					
GATE	*	96%	71%	16%	9%
ALL	*	94%	44%	6%	3%
<b>CST Algebra 1 Sum of Proficiency Lvl's 4, 5</b>					
GATE	100%	80%	36%	*	*
ALL	100%	46%	5%	7%	5%
<b>CST Algebra 2 Sum of Proficiency Lvl's 4, 5</b>					
GATE	*	*	85%	48%	50%
ALL	*	*	84%	60%	27%
<b>CST Science Sum of Proficiency Lvl's 4, 5</b>					
GATE	*	98%	*	77%	*
ALL	*	61%	*	36%	*
<b>CST Life Science Sum of Proficiency Lvl's 4, 5</b>					
GATE	*	*	94%	89%	89%
ALL	*	*	87%	46%	58%
<b>CST Chemistry Sum of Proficiency Lvl's 4, 5</b>					
GATE	*	*	*	61%	75%

ALL	*	*	*	41%	39%
<b>CST Physics Sum of Proficiency Lvl 4, 5</b>					
GATE	*	*	67%	63%	83%
ALL	*	*	38%	14%	42%
<b>CAT-6 Survey Test – Reading at or above the 75%ile</b>					
GATE	72%	*	*	*	*
ALL	33%	*	*	*	*
<b>CAT-6 Survey Test – Language at or above the 75%ile</b>					
GATE	80%	*	*	*	*
ALL	38%	*	*	*	*
<b>CAT-6 survey Test – Mathematics at or above the 75%ile</b>					
GATE	79%	*	*	*	*
ALL	33%	*	*	*	*

## **SECONDARY:**

### **CSTs**

AVG CST ENGLISH LANGUAGE ARTS PLS OF 4 & 5 FOR THE GATE STUDENTS IS: **97%**

AVG CST ENGLISH LANGUAGE ARTS PLS OF 4 & 5 FOR ALL STUDENTS IS: **57%**

AVG CST MATH PLS OF 4 & 5 FOR GATE STUDENTS IS: **90%**

AVG CST MATH PLS OF 4 & 5 FOR ALL STUDENTS IS: **50%**

AVG CST GEOMETRY PLS OF 4 & 5 FOR GATE STUDENTS IS: **48%**

AVG CST GEOMETRY PLS OF 4 & 5 FOR ALL STUDENTS IS: **37%**

AVG CST ALBEGRA1 PLS OF 4 & 5 FOR GATE STUDENTS IS: **72%**

AVG CST ALGEBRA1 PLS OF 4 & 5 FOR ALL STUDENTS IS: **33%**

AVG CST ALGEBRA2 PLS OF 4 & 5 FOR GATE STUDENTS IS: **61%**

AVG CST ALGEBRA2 PLS OF 4 & 5 FOR ALL STUDENTS IS: **57%**

AVG CST SCIENCE PLS OF 4 & 5 FOR GATE STUDENTS IS: **88%**

AVG CST SCIENCE PLS OF 4 & 5 FOR ALL STUDENTS IS: **49%**

AVG CST LIFE SCIENCE PLS OF 4 & 5 FOR GATE STUDENTS IS: **91%**

AVG CST LIFE SCIENCE PLS OF 4 & 5 FOR ALL STUDENTS IS: **64%**

AVG CST CHEMISTRY PLS OF 4 & 5 FOR GATE STUDENTS IS: **68%**

AVG CST CHEMISTRY PLS OF 4 & 5 FOR ALL STUDENTS IS: **40%**

AVG CST PHYSICS PLS OF 4 & 5 FOR GATE STUDENTS IS: **71%**

AVG CST PHYSICS PLS OF 4 & 5 FOR ALL STUDENTS IS: **31%**

CAT-6:

AVG CAT-6 READING EQUAL TO OR ABOVE 75 PERCENTILE FOR GATE STUDENTS IS: **72%**

AVG CAT-6 READING EQUAL TO OR ABOVE 75 PERCENTILE FOR ALL STUDENTS IS: **33%**

AVG CAT-6 LANGUAGE EQUAL TO OR ABOVE 75 PERCENTILE FOR GATE STUDENTS IS: **80%**

AVG CAT-6 LANGUAGE EQUAL TO OR ABOVE 75 PERCENTILE FOR ALL STUDENTS IS: **38%**

AVG CAT-6 MATHEMATICS EQUAL TO OR ABOVE 75 PERCENTILE FOR GATE STUDENTS IS: **79%**

AVG CAT-6 MATHEMATICS EQUAL TO OR ABOVE 75 PERCENTILE FOR ALL STUDENTS IS: **33%**

So we can see that in all categories the students who are participating in GATE program are doing much better than all the students. In CST ELA, on average the GATE students are doing **40%** better than all students. In CST Math, the GATE students are doing on average **40%** better than all students. In CST GEOMETRY, on average the GATE students are doing **11%** better than all students. In CST ALGEBRA1, on average the GATE students are doing **39%** better than all students. In CST ALGEBRA2, the GATE students are doing on average **4%** better than all students. In CST Science, on average the GATE students are doing **49%** better than all students. In CST LIFE Science, on average the GATE students are doing **27%** better than all students. In CST CHEMISTRY, on average the GATE students are doing **28%** better than all students. In CST PHYSICS, on average the GATE students are doing **40%** better than all students.

For CAT-6 Reading the GATE students on average are doing **39%** better than all students. In CAT-6 Language the GATE students on average are doing **42%** better than all students. At last in CAT-6 Mathematics the GATE students on average are doing **46%** better than all students.

Comparing spring 2006 to spring 2007 CST scores for matched GATE students shows the performance of these students over time (Table B). In 2006, 18% of students began at the proficient level and 78% of students began at the advanced level in English language arts. In 2007 42% of the proficient students moved to advanced, and 90% of advanced students maintained the advanced level. On the CST mathematics exam, in 2006, 40% of students began at the proficient level and 39% of students began at the advanced level. In 2007, 15% of the proficient students moved to the advanced and 57% of advanced students maintained the advanced level.

**Table B:**

<b>Longitudinal Matched Student Data – GATE Students 2006 to 2007</b>									
CST English-Language Arts					CST Mathematics				
2006-2007					2006-2007				
	#	Prof.	Adv.		#	Prof.	Adv.		
2005-2006	Prof.	293	49%	42%	2005-2006	Prof.	663	50%	15%
	Adv.	1286	10%	90%		Adv.	632	37%	57%

An analysis of the demographics of the students identified for GATE compared to the district total population is conducted annually. A focus of the district GATE program has been to increase the under representation of students of color in the program. The ethnic demographics of the GATE program versus the total district are provided in detail for 2006-2007 in the Table C below.

**Table C:**

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

	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Multiple/ Other
District GATE Number	29	13	230	16	410	4	1851	7
District GATE Percentile	1%	0.5%	9%	0.6%	16%	0.2%	72%	0.3%
District Number	197	100	450	69	4503	12	4539	15
District Total	2%	1%	5%	1%	46%	0.1%	46%	0.2%

Percentile								
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Total District Students grades 7 thru 12 for 2006-2007 is: **9885**

Total District GATE Students grades 7 thru 12 for 2006-2007 is: **2560**

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

**Table D:**

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

	Socioeconomic Disadvantaged(SED)	English Learners(EL)
District GATE Number	42	18
District GATE	2%	0.7%
District Number	1040	1773
District Total Percentile	11%	18%

We can see that unfortunately the number of students who are SED or EL and in GATE is very low within the district for the school year 2006-2007.

**3. Procedures for Modifying the District GATE Program Based on the Annual Review(s):**

Provide information regarding the District's plan for modifying the GATE program based on the annual review for each of the various program components listed below. Identify program strengths, needs, and improvement goals.

**Section 1: Program Design**

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

**Section 2: Identification**

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

**Section 3: Curriculum and Instruction**

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

**Section 4: Social and Emotional Development**

- GATE Program Strengths
  - Affective needs of students met through a variety of ways, both in classes and through extra curricular activities, and through counseling offices support

- GATE Program Needs
  - Counselor training
  - Consistency across the District (Pyramid of Interventions used systematically)
- GATE Program Improvement Goals
  - Plan and implement a GATE Career Night
  - Improve communication between GATE Office, School Sites, and parents to ensure that students are aware of and receive appropriate services
  - Provide administrative support for consistency of pyramid of interventions across the District

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

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

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

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

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

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

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

**Section 8: Budget**

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

## ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The District's written plan is available for public inspection. (*CCR*, Title 5, 3831[j]) Each LEA designates a person with responsibility for the development and implementation of the local program for gifted and talented pupils. (*EC* 52212[a][3])
2. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. (*CCR*, Title 5, 3831[b]) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. (*EC* 52206[c]) The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds. (*CCR*, Title 5, 3831[c])
3. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. (*CCR*, Title 5, 3831[j][9]) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the LEA prior to the pupil's participation in the program. (*Ibid.*, [f]) The LEA has a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the LEA from which the pupil transferred. (*CCR*, Title 5, 3831[j][3]) The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program. (*CCR*, Title 5, 3831[i])
4. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (*EC* 52206[a])
5. GATE funds are used solely in support of the purposes of the GATE program described in *EC* Section 52200. Funds are used to supplement, not supplant existing state and local efforts. The LEA's indirect cost rate is 3 percent or less. (*CCR*, Title 5, 3870) Each participating LEA shall maintain auditable records. (*EC* 52212[b])
6. Each LEA submits a program assessment with each renewal of its GATE authorization. (*EC* 52212[a][1]) The quality of existing programs for gifted and talented pupils is maintained and/or improved. (*CCR*, Title 5, 3831[d])

## ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

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