

2008-2009

Gifted and Talented Education (GATE) Program Application

Send original to be postmarked by <u>June 15, 2008</u>, to: GATE Program Mathematics and Science Leadership Office California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901 Information: Application: (916) 323-5847 Program: (916) 323-5505	LEA Name and Mailing Address: Sacramento City Unified School District		
	5835 47 th Avenue		
	Sacramento	CA	95824
	County: Sacramento		
County-District Code: 34 - 67439			

Person Completing Application: Printed Name: <u>Michael Crosby</u> Title: <u>GATE Coordinator</u> Phone: <u>916 643-2348</u> Ext.: _____ Fax: <u>916 643-9484</u> E-mail: <u>michael-crosby@sac-city.k12.ca.us</u>	Local Governing Board Approval: The local governing board has determined the most appropriate educational program for participating students (California Education Code [EC] Section 52206). Date or anticipated date of local governing board approval of GATE application: <u>June 2008</u>
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Superintendent's Signature and Certification: I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete. M. Magdalena Carrillo Mejia, Ph.D. Printed Name of Superintendent Phone: <u>916 643-9000</u> Ext.: _____ Fax: <u>916 643-9480</u> E-mail: _____ Signature of Superintendent _____ Date _____	Parent Participation: The district's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district GATE program (CCR, Title 5 Regulations, Section 3831[j]). Optional: Signature of parent member on District GATE Advisory Committee or School Site Council. Signature _____ Date _____
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Check all that apply: <input type="checkbox"/> LEA application includes one or more charter schools <input checked="" type="checkbox"/> GATE included in School-Based Coordinated Programs <input checked="" type="checkbox"/> LEA participates in GATE Consortium: Lead: <u>Stephanie Shaughnessy</u> <input checked="" type="checkbox"/> Indirect costs do not exceed 3 percent. District Enrollment: <u>48,467</u> Number of GATE Students: <u>2,472</u> Grade Levels: K-12 <input checked="" type="checkbox"/> K-8 <input checked="" type="checkbox"/> K-6 <input checked="" type="checkbox"/> 9-12 <input checked="" type="checkbox"/> Other (Indicate) _____	For CDE Office Use Only: <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 _____ Reviewer(s) _____ Date _____
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Proposed Budget Plan for 2008-09

Code	<i>Classification</i>	GATE Apportio nment	Other Funding	Explanation
1000	Certificated Personnel Salaries	\$189,921		District GATE Coordinator @ \$54,157 GATE Resource Teacher @ 63,764 – provides training for differentiation instruction; assists with intellectual assessment for identification of highly gifted; oversees Social and Emotional Needs of Gifted focus group GATE School Psychologist @ 60,000 GATE Teacher Substitutes – for training, conferences, in-services @ \$12,000
2000	Classified Personnel Salaries	\$35,811		GATE Office Tech III .50 FTE @ \$19,383 GATE Clerk III .50 FTE @ \$16,428
3000	Employee Benefits	\$69,600		Standard Benefits for employees
4000	Book and Supplies (including computer software)	\$25,000		Supplemental books, supplies, materials, computer programs
5000	Other Services and Other Operating Expenditures	\$52,000		Travel/registration to CAG Conference; differentiation workshops; rigor and relevance workshops; identification of under-represented groups; NNAT (Naglieri Nonverbal Abilities Test) administration; duplicating services; postage; classroom field trips: guest speakers on social and emotional needs of students; extended learning opportunities for gifted students
	Subtotal	\$373,332		
6000	Other Capital Outlay (including computer equipment)			
7000	Indirect Costs (maximum of 3 percent, <u>excludes</u> Capital Outlay)	\$11,170		
	TOTAL PROPOSED BUDGET	\$362,162		
	Amount of GATE Carryover funds and description of how carryover will be spent	0		Not anticipating any carryover funds due to budget

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.

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

GATE PROGRAM NARRATIVE

Sacramento City Unified School District (SCUSD) is a large urban district founded in 1854. It is now among the ten largest school districts in California and the top 100 largest in the United States, serving approximately 50,000 K-12 students. There are 47 traditional and seven year-round elementary sites; eight K-8 schools; nine middle schools; six large, comprehensive high schools; seven small high schools each with its own unique emphasis; two alternative/independent sites, and four adult education sites.

SCUSD is one of the most diverse school districts in the United States, with four primary ethnic groups: African American 21.3%, Asian 20.7%, Hispanic 31.6%, and White 21.2%. Residents within the district speak more than 40 languages and 29% of district's students speak a language other than English at home, including Spanish, Hmong, Cantonese, Mien, Vietnamese, and Russian. Sixty-four percent (64%) of the students are socio-economically disadvantaged, 29% are English Learners, and 11% are students with disabilities.

2,742 students are identified as Gifted and Talented across the 2nd through 12th grades. GATE classes are designed to meet the specific academic needs of gifted and talented pupils for enriched or advanced instruction and are appropriately differentiated from other classes in the same subjects in the school. It is taught by a teacher who has specific preparation, experience, personal attributes, and competencies in the teaching of gifted children. At the elementary level, three service models exist: a) GATE Center – full-day GATE Program; b) GATE Site Program – full-day, multi-age program serving identified as well as “high-achievers”; and c) GATE Cluster – pupils who are grouped within a regular classroom setting and receive appropriately differentiated activities.

At the elementary level, GATE students are introduced to challenging classes that foster the skills, concepts and habits of mind needed for success in rigorous middle and high school classes. Students, who are identified as Gifted and Talented at the elementary level, will continue to be identified as GATE students throughout their middle and high school years. Students at the middle school level are placed in GATE/Honors courses according to their GATE identification and/or Advanced level CST scores.

High school choices provide many options for gifted students. Comprehensive high schools offer 36 career/theme-based Small Learning Communities with opportunities to self select into Honors and Advanced Placement courses. Three offer specialized programs to attract GATE students: Humanities and International Studies Program (HISP), Program in American and California Exploration (PACE), and an International Baccalaureate (IB) program. Students may also select one of the seven small, innovative high schools focused on a rigorous and relevant education with specialized career pathways.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
GATE PROGRAM PLAN
 2008-2009

SECTION 1: PROGRAM DESIGN

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.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a) Plan includes intellectual component that exceed state standards</p> <ol style="list-style-type: none"> 1. Differentiated curricula in SCUSD are based on California State Content Standards but extends the core based on best practice recommendations for gifted learners. <p>b) Plans incorporates expert knowledge, is approved by Board of Education</p> <ol style="list-style-type: none"> 1. Program is aligned to expert knowledge from NAGC and the NRC/UCONN. (See Core Plus Scope and Sequence in Section 3:1) 2. Anti-racism training is provided to ensure equity in access through <i>Courageous Conversations</i> based on the work of Glenn Singleton 3. Systems Accountability Leadership training with Gary Soto 4. Plan approved by local Board of Education. <p>c) Aligns with schools, staff, parents, and community</p> <ol style="list-style-type: none"> 1. Speaker Series provided for parents and teachers after Parent Advisory Committee Meeting - "Guiding the Gifted Child" 2. GATE Teacher's may attend in-service provided through the Professional Sequence Certificate in Gifted and Talented Education. <p>d) GATE advisory committee</p> <ol style="list-style-type: none"> 1. District GATE Advisory Council meets every other month. 2. Includes parent representatives from each school site who are members of individual school site councils. 	<p>a) Plan is disseminated and accessible</p> <ol style="list-style-type: none"> 1. Plan is available on the SCUSD website at www.scusd.edu. 2. Plan is available upon request 3. Plan is available when the Consolidated Applications are placed on public display. <p>b) Participation not limited by logistics</p> <ol style="list-style-type: none"> 1. Participation in the program is not limited by logistics. Access is available to all identified students. 2. Opportunities for GATE services are available to all sites. <p>c) GATE Advisory meets on a regular basis</p> <ol style="list-style-type: none"> 1. District GATE Advisory Council meets bi-monthly and assists with program planning and assessment. 	<p>Plan includes program options:</p> <p>a) Program options for leadership, creative ability, and visual and performing arts are provided at the secondary level through middle school electives (e.g., World Languages, Orchestra, Advanced Drama, Advanced Art, Speech, Debate and Leadership) and Small Learning Communities and Small High Schools (e.g. , New Tech HS, Health Professions HS, Engineering & Science HS, Social Justice HS, Humanities and International Studies, Fire Science, Law and Justice, Americas Choice HS, MET, Genesis HS etc.)</p>

SECTION 1: PROGRAM DESIGN

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

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a) Administrative groupings and structures for gifted education may include cluster grouping, part-time grouping, special day classes and schools.</p> <ol style="list-style-type: none"> 1. District supports special day classes for single grade levels and multi-age site programs, as well as cluster programs. <p>b) Program services are integral part of day</p> <ol style="list-style-type: none"> 1. Early middle school entrance for elementary students. 2. Early college entrance for high school students. 3. Acceleration promotion where appropriate. 4. Differentiated classrooms at elementary GATE centers, cluster sites and multi-age sites. <p>c) Program provides continuous progress</p> <ol style="list-style-type: none"> 1. Data analysis of continuous improvement on an on-going basis from Assessment, Research and Evaluation. <p>d) Flexible grouping</p> <ol style="list-style-type: none"> 1. Daily flexible grouping for reading in response to readiness levels, interest, and learning profiles (Open Court workshop) in all elementary schools. <p>e) Grades k-2 are served</p> <ol style="list-style-type: none"> 1. Children in grades K-2 are served even if not formally identified until grade1. 	<p>a) Range of groupings</p> <ol style="list-style-type: none"> 1. GATE Centers – full day programs in grades 2-6. 2. Multiage full day programs grades 2-6 3. Gifted students served in general. education classrooms are cluster grouped. 4. In high poverty schools, students of “high potential” are identified and provided differentiated instruction through cluster grouping. 5. Leveled math groups in grades 4-6 in most elementary schools (part-time grouping). 6. Honors level classes in core areas (language arts, math, science, social science) grades 7-8. 7. Honors, Advanced Placement level classes in core subjects in grades 9-12. 8. High School Academy programs in Humanities and International Studies Program(HISP), Program Criminal Justice, Fire Science, Business and Technology, Technology, Independent Study (The Met), 	<p>a) Services that provide balance between cognitive and affective learning</p> <ol style="list-style-type: none"> 1. GATE psychologist provides counseling on a referral basis from teachers and parents. 2. Electives in middle school support specialized needs and passions of gifted students. 3. Small high schools and Small Learning Communities within comprehensive high schools are designed to offer thematic instructional focuses that align to specific career paths. (See 1:2 Commendable #8) <ol style="list-style-type: none"> i) Small High Schools <ol style="list-style-type: none"> (1) New Tech (2) The Met (Project Based Learning) (3) America’s Choice (4) School of Social Justice (5) Arthur Benjamin Health Professions (6) Engineering and Science (7) Genesis ii) Small Learning Communities (Approximately 6 at each comprehensive high school) including: <ol style="list-style-type: none"> (1) Fire Science (2) Criminal Justice and Community Service (3) Humanities and International Studies (4) Program in America and California Explorations (5) International Baccalaureate 4. Through the open enrollment process, students may self-select any of the above programs.

SECTION 1: PROGRAM DESIGN

<p>1:3 The program is articulated with the general education program.</p>		
<p><u>Minimum Standards</u></p> <p>a) Continuity within the gifted program and with general education:</p> <ol style="list-style-type: none"> 1. GATE students are provided with a differentiated core curriculum (See Core Plus Scope and Sequence, 3:1). 2. GATE program services are incorporated into School Site Plans. <p>b) Coordinator</p> <ol style="list-style-type: none"> 1. Administrator and full time resource teacher. <p>c) Home and Community</p> <ol style="list-style-type: none"> 1. Information for parents is disseminated through office contacts, website, and “Guiding the Gifted Child” Speaker Series. 2. District phone system (Connect-Ed) is used to inform all GATE parents of upcoming District GATE Advisory Council Meetings and guest speakers. 3. GATE PAC parents serve as members of their School Site Councils. 4. Parent representatives are sponsored to attend CAG Conferences, including parents of English Learners (Hmong, Spanish, etc.). 5. Workshops disseminating information on interpreting PSAT, SAT and other assessment data. 6. GATE overview presented at District English Learners Advisory Committee or site ELAC with appropriate translations. 	<p><u>Commendable Standards</u></p> <p>a) Articulated Learning Experiences</p> <ol style="list-style-type: none"> 1. Elementary program feeds into middle school and high school honors and Advanced Placement Programs. 2. Academic Conferencing aligned with Benchmark testing in all segments k-12 provides for articulation between general education teachers and GATE teachers. 3. Grade level meetings weekly at elementary sites to review targeted assessed needs. 4. General education and GATE teachers have access to ongoing professional development through the Professional Sequence Certificate in Gifted and Talented Education. 	<p><u>Exemplary Standards</u></p> <p>a) Program comprehensive between, within, and across grade levels:</p> <ol style="list-style-type: none"> 1. Through participation in the GATE Professional Sequence Certificate K-12 teachers develop differentiated lesson plans. <p>b) Support Services</p> <ol style="list-style-type: none"> 1. GATE psychologist provides assessment and counseling for multiple exceptionalities on a referral basis. 2. Gifted high school students have access to career/college counseling at each high school. 3. PSAT testing is provided for all 10th grade students at each high school with no cost. 4. “Guiding the Gifted Child” Speaker Series – speakers for parents and teachers on social and emotional needs of the gifted and underachieving gifted. 5. Professional Sequence Certificate – Social and Emotional Needs Course (see Section 5:1). 6. Professional Sequence Certificate – Diverse Gifted Children (See Section 5:1). 7. Social and Emotional Needs of Gifted (SENG) parent support groups.

SECTION 2: IDENTIFICATION

2:1 The nomination/referral process is ongoing and includes students K-12		
<p><u>Minimum Standards</u></p> <p>a) All children are eligible</p> <ol style="list-style-type: none"> All students in Grade 1 in SCUSD are screened for possible identification using the NNAT (Naglieri Non-verbal Ability Test). Any student in grades 2-6 may be referred for possible identification. <p>b) Traditional and non-traditional instruments</p> <ol style="list-style-type: none"> District uses NNAT, WISC III, KABC, Woodcock-Johnson III (WJ III) and STAR CST scores, teacher input, and parent input for assessment tools. (See Criteria attached) <p>c) Referrals sought from teachers and parents</p> <ol style="list-style-type: none"> Students in grades 2-6 may be referred by teachers, parents, self, or other district personnel for further assessment. Referrals are requested by the GATE Office for all 2^{3rd}-6th grade students who have achieved Adv/Adv on the CST for ELA/Math. Referral forms are available at the district office, on the district website and in all school offices. Referrals from underrepresented populations are sought through the first grade screening process and through working with individual schools for grades 2-6. Multi-exceptional students are identified and served. <p>d) Students may be nominated more than once</p> <ol style="list-style-type: none"> Students can be referred more than once. District maintains data on all students in an online database and uses this data when reassessing students. If further data is needed, the WJ III is administered to individual students. 	<p><u>Commendable Standards</u></p> <p>a) Training for administrators, teachers, and support personnel</p> <ol style="list-style-type: none"> Administrators are provided information at principals' meetings on identification procedures. Training in identification and characteristics of gifted is provided for administrators and teachers through the Professional Sequence Certificate class in Program Design and Administration. <p>b) District maintains data on nominees</p> <ol style="list-style-type: none"> A database is maintained with all data connected to the district information system (SASI) and Data Director. Data is accessible until students graduate from high school. 	<p><u>Exemplary Standards</u></p> <p>No recommended standards</p>

<p>e) All staff receive training and information About the nomination process and have access To nomination forms.</p> <ol style="list-style-type: none">1. Information about characteristics of gifted learners, the nomination process and nomination forms are available online at the District website and at District GATE Advisory Council meetings.		
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SECTION 2: IDENTIFICATION

<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><u>Minimum Standards</u></p> <p>a) GATE Identification Committee make final determinations</p> <ol style="list-style-type: none"> 1. A district committee that includes the Gate Coordinator, Gate Resource Teacher and Gate Psychologist determines student eligibility. <p>b) Multiple sources of data are considered for identification</p> <ol style="list-style-type: none"> 1. NNAT, CST scores, teacher and parent checklists, STS scores, WISC III and Kauffman ABC, and WJ III are used to identify students for GATE. 2. Parent checklists are available in the multiple languages (Hmong, Spanish, Vietnamese, Russian, and Chinese) and referral forms are available on the district website and at each school site. 3. Students who are economically disadvantaged and/or from diverse linguistic or cultural backgrounds receive equity in access within the nomination process. <p>c) Parents are notified</p> <ol style="list-style-type: none"> 1. Parents of identified students receive notification by mail of the results of their child’s assessment. Principals and teachers of all screened students receive written notification of the results of the assessment. 2. Parents may request a re-evaluation of their child’s eligibility by calling the GATE office. (Appeal process) <p>d) Transfer students</p> <ol style="list-style-type: none"> 1. Transfer students are referred to the GATE office for identification as soon as they enroll in the district. Identification results are provided in a timely manner. 	<p><u>Commendable Standards</u></p> <p>a) ID tools reflect district's population</p> <ol style="list-style-type: none"> 1. The NNAT, the Woodcock Johnson III, parent and teacher input, and the Kauffman ABC (IQ test that is not culturally biased) are used to identify diverse students. <p>b) Timely changes in ID tools and procedures</p> <ol style="list-style-type: none"> 1. The district constantly researches the latest assessment tools and information about all groups of students to ensure that the instruments used and the procedures used are responsive to the needs of the student population. 2. Updates to the identification procedures for transfer students were completed in 2007. 3. Data used for identification is disaggregated into the following subgroups: African-American, Latino, Southeast Asian, White, Socio-economically disadvantaged, Special Education, and Overall. 4. A database is maintained with all data connected to the district information system (SASI) and Data Director. 5. Data is accessible until students graduate from high school. 	<p><u>Exemplary Standard</u></p> <p>a) GATE Committee</p> <ol style="list-style-type: none"> 1. Personnel trained in gifted education including the Gate Coordinator, Gate Resource Teacher and Gate Psychologist, meet at regular intervals to determine eligibility of individual candidates. <p>b) Diverse population reflected</p> <ol style="list-style-type: none"> 1. All students in grade 1 (61 elementary schools) are screened for possible identification using the NNAT. 2. The district’s diverse population is increasingly represented in the identified GATE population, particularly in the Hispanic and Southeast Asian populations. 3. In an effort to increase African-, Latino-, Hmong-, Mien-, and Lao-American students identified as Gifted and Talented, the district is reviewing and revising the Gifted and Talented referral process. 4. African-American students of high ability in high-poverty schools are increasingly supported through cluster grouping and differentiated instruction. 5. Professional Sequence Certificate Courses on Diverse Gifted Learner and Gifted English Learners are part of the core of courses required for the professional sequence certificate. 6. Students who are assessed by school psychologists based on a special education referral and are found to meet GATE criteria are referred to the GATE office for possible GATE identification.

SECTION 2: IDENTIFICATION

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 students and is periodically reviewed.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a) Parents and students provided info and orientation</p> <ol style="list-style-type: none"> 1. Parents are provided with written information about the GATE program through the mail, through parent PAC meetings, and through the Guiding the Gifted Child Speaker Series. 2. Information is available on the district website. 3. Orientation Meetings are held at GATE Centers and Multiage Programs to provide parents with orientation to the GATE program. 4. District GATE parent orientation meetings are held twice-yearly for parents of newly identified students and parents of identified students who want to enter the GATE Centers. 5. Quarterly GATE Advisory Council meetings offer families more detailed information about GATE services and how they can maximize the opportunities available through GATE. <p>b) Parents provided with ID info upon request</p> <ol style="list-style-type: none"> 1. Parents may obtain information about their child’s assessment results and identification to take to new school districts. <p>c) ID not perception of one person and students remain identified</p> <ol style="list-style-type: none"> 1. Participation in the program is based on the district identification criteria and is reviewed by the identification committee. Students who are identified gifted remain gifted throughout their school career even though program placements may vary. 	<p>a) Students not withdrawn from program without interventions, and meeting with parents</p> <ol style="list-style-type: none"> 1. Struggling gifted students are referred to Student Study Teams, GATE psychologist, and district level GATE office for further evaluation of needs. Students are not removed from the program unless parents make a choice to remove the GATE program services. 2. The GATE Resource Teacher works with teachers of struggling students to suggest intervention strategies. 3. The GATE Psychologist works with parents, teachers and administrators to outline interventions for at-risk students and their families. 	<p>a) Support for students with Multiple Exceptionalities</p> <ol style="list-style-type: none"> 1. Students with multiple exceptionalities are supported through the services of the GATE psychologist whose major emphasis is the unique needs of students with multiple exceptionalities. (Identification of exceptionalities, support for parents, further referral to health care providers, consultation with health care providers and private psychologists and psychiatrists).

SECTION 3: CURRICULUM AND INSTRUCTION

3:1 A differentiated curriculum is in place, responsive to the needs , interests, and abilities of gifted students.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a) Differentiated curriculum meets and exceeds core</p> <ol style="list-style-type: none"> Disaggregated CST data provides evidence of achievement levels of gifted students in relation to the core curriculum standards. Curriculum-embedded assessments allow for continuous assessment of progress in the core curriculum (Open Court Language Arts and Saxon Math, Holt Language Arts, Prentice-Hall Math). Benchmark tests administered in grades 2-11 provide proficiency level on standards during the year which provides teachers with information to differentiate the core. <p>b) Differentiated curriculum provides for balanced development of critical, creative, problem solving, research skills, etc.</p> <ol style="list-style-type: none"> Learning activities are in response to pre-and post-assessment data and readiness levels that allow for curriculum compacting, pacing, and acceleration. Students are allowed to use sophisticated and advanced information and skills. <p>c) Differentiated curriculum focuses on depth and complexity, acceleration, and novelty</p> <ol style="list-style-type: none"> GATE teachers have been trained in the elements of depth, complexity, acceleration and novelty. Each year at least three full-day articulation sessions for GATE teachers focus on appropriate methods for extending/enriching/compacting core subjects for identified gifted students. Evidence of differentiation is found in teacher’s lesson plans. <p>d) Differentiated curriculum helps develop ethical standards, positive self-concepts, etc.</p> <ol style="list-style-type: none"> GATE students are provided the opportunity to self-select biographies and autobiographies of scholars who are role models. GATE students are given planning and organizational skills training as part of the everyday procedures and core curriculum. 	<p>a) Alignment of Core program with differentiated curriculum</p> <ol style="list-style-type: none"> Compacting of the core curriculum provides opportunities to differentiate learning experiences which are developmentally appropriate to student needs, interest and abilities including: extensions, advanced literature recommendations, independent investigations, enrichment, and mathematics problem solving extensions. Open Court workshop provides advanced learners opportunities to conduct independent investigations, write at sophisticated levels, and research areas of interest. Honors level middle school classes provide the opportunity for acceleration, depth and complexity of Holt Reading Program. <p>b) The differentiated curriculum utilizes a variety of teaching and learning patterns</p> <ol style="list-style-type: none"> Teachers utilize a variety of instructional groupings to facilitate differentiation including homogeneous and heterogeneous configurations within Literature Circles, Socratic Seminars, Mock Trails, Independent Investigations, Student Learning Contracts and extension menus. <p>c) Differentiated curriculum includes learning theories</p> <ol style="list-style-type: none"> Programs and curricular modifications are based on best practices corroborated by the National Research Center for Gifted Education and general learning theory. Professional development is offered through the Professional Sequence Certificate program and provides opportunities that introduce and reinforce the correlation between learning theories and differentiated 	<p>a) Scope and sequence developed for K-12 GATE Program</p> <ol style="list-style-type: none"> A 2-6 Grade Core Plus Scope and Sequence articulates GATE Enrichment/Extensions of the core curricula in English Language Arts, math, social studies, science, arts, technology, character education, and cross curricular integration. Activities and materials are articulated in the Core Plus Scope and Sequence for grades 2-6 for each of the categories listed in #1. The Core Plus Scope and Sequence is available to all GATE and general education teachers for reference. The Core Plus Scope and Sequence document provides a rationale for appropriate expenditures of GATE funds to support the core curricula and California State Content Standards.

	<p>learning experiences.</p> <p>3. Through the Professional Sequence Certificate teachers are required to develop a differentiated unit of study based on the core curriculum that provides them with a foundation for development of further units of study and opportunities for independent study.</p>	
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SECTION 3: CURRICULUM AND INSTRUCTION

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

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a) Differentiated curriculum is scheduled on a regular basis and is an integral part of the day.</p> <ol style="list-style-type: none"> Differentiation is provided daily in elementary grades through Open Court Workshop and through the various programs noted in Program Design Section 1:2. Differentiated curricula are provided in Honors Level and Advanced Placement Level core courses in middle school and high school. <p>b) Differentiated curriculum is taught with appropriate instructional models.</p> <ol style="list-style-type: none"> Teachers learn models of differentiation through the Professional Sequence Certificate and GATE teacher articulation sessions and then make appropriate choices of instructional delivery in relationship to the Content Standards and student needs. <p>c) Differentiated curriculum is supported by appropriate materials and technology.</p> <ol style="list-style-type: none"> Teachers utilize various resources such as Hands on Algebra, Gems Units, Discovery Streaming and Curriculum Companion to support differentiation. Funds are provided to the school sites for the purchase of materials and resources that support the differentiated curricula. GATE teachers integrate technology into the curriculum through the use of software, internet access for research, and Webquests. Students are encouraged to create presentations through <i>Inspiration, Powerpoint, and DreamWeaver</i> Some GATE classes participate in the <i>Jason Project</i>, <i>Disney's, Environmentality Challenge</i> and <i>Sacramento Educational Video Awards Competition</i>. 	<p>a) The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study</p> <ol style="list-style-type: none"> Teachers and principals participate in articulation at academic conferencing. This process allows for curriculum continuity and comprehensiveness of learning experiences across grade levels/ <p>b) Differentiated curriculum utilizes a variety of teaching and learning patterns:</p> <ol style="list-style-type: none"> GATE teachers use large and small group instruction, homogeneous and heterogeneous grouping, teacher-and student-directed learning, literature circles, Socratic Seminar, project based learning, community service learning, and independent study as an integral part of the differentiation of the core curricula. Students participate in learning excursions that align with grade level content standards e.g. Environmental Learning Programs, John Muir, Sutter's Fort overnight, Challenger Space Program, Egyptian Museum in San Jose. Students are grouped and regrouped based on readiness levels for remedial, basic and accelerated instruction in mathematics through leveling at the intermediate grades. <p>c) An extensive range of resources is available</p> <ol style="list-style-type: none"> Core Plus Scope and Sequence articulates appropriate out-of-grade-level materials to augment differentiated curricula and support independent study. 	<p>a) Differentiated curriculum utilizes a variety of teaching and learning patterns:</p> <ol style="list-style-type: none"> All district teachers have access to Core Plus Scope and Sequence and differentiation training to help them plan for gifted students in full-day GATE/Honors/AP classes, cluster group classes, and general education classes.

5. Every 2-6 GATE class has novels that align with the Open Court Reading Series themes and class sets of the Open Court Classics (extension for advanced readers)		
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SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

<p>4:1 Actions to meet the affective needs of gifted students are ongoing,</p>		
<p><u>Minimum Standards</u></p> <p>a) Teachers, admin, parents, are provided with info and training about characteristics of gifted</p> <ol style="list-style-type: none"> 1. Information and training are provided to teachers, parents, administrators, and counselors. 2. Lists of characteristics of gifted students and their social and emotional needs are available in multiple languages for all teachers, administrators, and parents and are listed on the district website. <p>b) Gifted students are provided with career and college info through:</p> <ol style="list-style-type: none"> 1. MESA (4-12) 2. AVID (7-12) 3. MeCHA (Grades 7-12) 4. Testing for Academic Talent Search at all schools (Grades 5-8) 5. Classroom visits by counselors. 6. Student Support Centers at all high schools provide support for academic, college, career, social, psychological, and health services. 7. HS Small Learning Communities and Small High Schools. 	<p><u>Commendable Standards a)</u></p> <p>a) Teachers are trained and knowledgeable regarding social and emotional development of gifted students</p> <ol style="list-style-type: none"> 1. Professional Sequence Certificate provides a course on the Social and Emotional Needs of the Gifted. 2. Differentiation Course and Program Design Course highlight programmatic responses To the social and emotional needs of the Gifted. <p>b) Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided</p> <ol style="list-style-type: none"> 1. Students are supported through their school’s psychologist. When needed the GATE psychologist provides counseling services or referrals for students and their families to specialists at community agencies. 	<p><u>Exemplary Standards</u></p> <p>a) Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</p> <ol style="list-style-type: none"> 1. Teachers and guidance personnel have access to the Professional Sequence Certificate – Social and Emotional Needs and Guiding the Gifted Child Speaker Series that includes: <ol style="list-style-type: none"> i) Underachieving Gifted ii) Social and Emotional Needs of the Gifted iii) Emotional Intensity iv) Navigating the special needs of the gifted child v) Facilitating a smooth transition from elementary school to middle school vi) The Gifted Brain 2. Students who are in need of additional emotional and/or academic support are referred to the GATE psychologist. After observation and further assessment the GATE psychologist meets with the teacher and parents of the student to develop an intervention action plan to address referring symptoms. <p>b) Teachers and guidance personnel are trained to collaborate in implementing intervention strategies</p> <ol style="list-style-type: none"> 1. Student Study Teams meet at school sites to address concerns for at-risk gifted students. Intervention options are documented and can take place in school, at home, or in the community.

SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

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

Minimum Standards	Commendable Standards	Exemplary Standards
<p>a) Teachers are trained to recognize symptoms of at-risk behavior in GATE students.</p> <ol style="list-style-type: none"> 1. Teachers have access to classes and guest speakers on the topic of Social and Emotional Dimensions of gifted youth including the identification and intervention strategies for at-risk behaviors. 2. Teachers are provided information on at-risk behaviors and intervention strategies at tri-annual articulation dates. <p>b) Counselors and administrators are trained to make appropriate referrals</p> <ol style="list-style-type: none"> 1. At-risk students are referred to Student Study Teams at each site where interventions, possible referral for special testing, and/or for referral to outside services are discussed. <p>c) Gifted students considered at-risk receive counseling and support services</p> <ol style="list-style-type: none"> 1. Students may also be referred to the GATE office for further assistance from the GATE psychologist. Students at-risk are not dropped from the program because of their related problems. <p>d) Information and support are made available to parents regarding at-risk gifted students</p> <ol style="list-style-type: none"> 1. Information and support is made available to parents at district GATE Advisory Council meetings, Guiding the Gifted Child Speaker Series, and SENG parent groups. 	<p>a) District develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</p> <ol style="list-style-type: none"> 1. The Response to Intervention Program in place at each school ensures collaboration among parents and school site personnel regarding the needs of at-risk gifted students. 	<p>a) At-risk gifted students are provided with counseling services through</p> <ol style="list-style-type: none"> 1. GATE Psychologist provides ongoing counseling services for GATE identified students, especially at-risk students. 2. Professional Sequence Certificate program provides a class in the Social and Emotional Needs of the gifted. 3. Guiding the Gifted Series provides several presentations on the social emotional needs of the gifted (see Section 4:1 Exemplary). 4. At-risk GATE students are not dropped from the program. 5. Parents are made aware of support services through the GATE Coordinator. 6. GATE teachers are well versed in the social and emotional needs of gifted students through the Professional Sequence Certificate, up-to-date research articles provided by the GATE office, and ongoing articulation with the GATE psychologist. As a result, GATE teachers are able to pinpoint social and emotional needs and multi-exceptionalities quickly and seek interventions in a timely manner.

SECTION 5: PROFESSIONAL DEVELOPMENT

<p>5:1 The district provides professional development opportunities related to gifted learners on a regular basis.</p>		
<p><u>Minimum Standards</u></p> <p>a) The professional development opportunities are correlated with defined competencies for teachers of the gifted</p> <ol style="list-style-type: none"> Professional development in Gifted Education is aligned to GATE standards and available to all teachers. The focus is based on a yearly assessment of the needs of GATE teachers. <p>b) Evaluation outcomes obtained from Professional development is conducted to determine effectiveness and make improvements.</p> <ol style="list-style-type: none"> Based on an annual GATE teacher program evaluation, topics for professional development are identified for the upcoming year. (e.g., based on the 2007 teacher survey the following topics will be included in the 2007-2008 professional development plan: Working with GATE parents, Content Specific Differentiation, Twice Exceptional, Motivating the Gifted Learner, Creative Writing, Technology Training). <p>c) Individuals selected to conduct in-service have knowledge and expertise.</p> <ol style="list-style-type: none"> Professional Sequence Certificate courses are taught by the GATE resource teacher, the GATE Coordinator, and experts from gifted education, multilingual, psychological services, and teachers who are experts in differentiation. <p>d) Administrators, counselors, and support Staff are encouraged to participate with teachers</p> <ol style="list-style-type: none"> Training is provided through the Professional Sequence Certificate in Gifted Education course work. 	<p><u>Commendable Standards</u></p> <p>a) District encourages teachers to focus on gifted education as one of the areas of professional growth</p> <ol style="list-style-type: none"> As part of the 18-hours of Professional Development required for all district teachers, GATE teachers are encouraged to attend the Professional Sequence Certificate program or at least the differentiation course. Teacher's contract prohibits us from requiring this. GATE teachers are expected to attend quarterly GATE teacher meetings where differentiated curricula are planned by grade level teams. Teacher's contract prohibits us from requiring this but we can tie funding to the expectation. <p>b) A district process to qualify teachers to teach GATE is in place.</p> <ol style="list-style-type: none"> A list of GATE Teacher Qualifications is available for principals to use during interviews; however, negotiations with the teachers union prohibit requiring teachers to have specific qualifications to teach GATE. Teachers who apply for GATE positions are encouraged to complete the Professional Sequence Certificate. 	<p><u>Exemplary Standards</u></p> <p>a) A district professional development plan to accommodate different levels of teacher competency is in place</p> <ol style="list-style-type: none"> A 30-Hour Professional Sequence Certificate Program is provided in Gifted and Talented Education. <ol style="list-style-type: none"> Required courses include: <ol style="list-style-type: none"> Differentiation (8 hours) Program Design and Administration (2 hours) The Diverse Learner(Twice Exceptional, EL) (4 hours) Social and Emotional Needs/Underachievement (4 hours) Optional courses allow teachers to personalize the Professional Sequence Certificate (10 hours) from other district professional development, to include conference attendance *(e.g., CAG, NAGC, SENG) Practicum (2 hours) Three-four GATE articulation training days per year to focus specifically on differentiating the core adoptions for advanced/gifted learners. Teachers who are new to GATE receive one-on – one mentoring with the GATE resource teacher. <p>*California Association for the Gifted State Conference (CAG) National Association for Gifted Children (NAGC) Supporting the Emotional Needs of the Gifted (SENG)</p>

SECTION 5: PROFESSIONAL DEVELOPMENT

5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a) Teachers in the program have education and or experience in teaching gifted students or are ensured opportunities</p> <ol style="list-style-type: none"> GATE teachers have completed a certificate in gifted education or are provided the opportunity to do so. <p>b) A coordinator is in place</p> <ol style="list-style-type: none"> GATE coordinator has 20 years of gifted education experience. <p>d) Administrators, counselors, and support staff participate in professional development</p> <ol style="list-style-type: none"> Professional development is available to all administrators, counselors and support staff through the district. <p>e) Administrators, counselors, and support staff participate in professional development related to gifted education</p> <ol style="list-style-type: none"> Principals, counselors, and psychologists are invited to attend the Professional Sequence Certificate offerings and the yearly CAG Conference. GATE psychologist attends several seminars and conferences each year related to needs of multiple-exceptional GATE students, counseling techniques, and behavior management for GATE students with social/emotional needs. GATE coordinator provides professional journal articles and current research on the principles of gifted education. GATE teachers are offered the opportunity to attend the CAG Conference and the Professional Sequence Certificate Program GATE teachers and principals are offered the opportunity to attend the Classrooms in Action Summer Teacher Institute, Differentiating Instruction for Academic 	<p>a) District promotes teacher-to-teacher professional development</p> <ol style="list-style-type: none"> Peer observations are encouraged by the district office. Substitutes are provided. Teachers have an opportunity to participate in a teacher-to-teacher professional development strand where GATE teachers lead in-service training on specific topics requested by other GATE teachers. For example: <ol style="list-style-type: none"> Implementing science instruction in the GATE Classroom Literature Circles Independent Investigation Method (Research skills) Teaching writing skills through the use of technology How to compact Open Court Reading Units to include the Classics for Advanced Readers. 6+1 Writing Traits Applications 	<p>a) Gate teacher certification</p> <ol style="list-style-type: none"> GATE teachers are encouraged to use required professional development hours (18 hours) to participate in the in-district 35 Hour Professional Sequence Certificate for Gifted and Talented Education. District personnel may access any or all of the Professional Sequence Certificate Courses. <p>b) Coordinator is a specialist in gifted education</p> <ol style="list-style-type: none"> The Coordinator of the program has 24 years of experience in education, has taught GATE at the elementary and middle school levels, and AP course work at the high school level. He is a Fellow with the Johns Hopkins University, Center for Talented Youth (CTY) and Teacher of the Year for the Capitol Region (1990). The resource teacher has eight years experience in elementary gifted education and has completed a Professional Sequence Certificate in gifted education. She is the Educator Representative for the Capitol Region of the California Association for the Gifted. <p>c) Follow up activities for application of professional development training</p> <ol style="list-style-type: none"> The resource teacher makes classroom visits, supports the development of lesson plans, attends academic conferences, and supervises the practicum requirement within the Professional Sequence Certificate. <p>d) Support personnel have expertise in gifted education</p> <ol style="list-style-type: none"> The GATE Coordinator, Resource

<p>Diversity through Fresno Pacific University sponsored by the Capital Region GATE Consortium.</p>		<p>Teacher, and GATE Psychologist have been chosen as leaders and advocates for GATE students. They have numerous years of experience working with the gifted population and continue to pursue the most current research in gifted education through conferences, workshops, speakers and journals. Some of the experts used at the district level to address the needs of learners are:</p> <ul style="list-style-type: none">i.) Sylvia Alvarezii.) Glenn Singletoniii.) Gary Soto
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SECTION 6: PARENT AND COMMUNITY INVOLVEMENT

6:1 Open communication with parents and the community is maintained.		
<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a) Parents are informed of the district's criteria and procedures for identifying gifted students</p> <ol style="list-style-type: none"> 1. Information regarding the district's criteria and procedures are available on the district website. Translations are available in the major district languages. 2. GATE Resource Teacher provides information on identification and program services at District English Learners Advisory Committee Meetings and/or school site ELAC meetings. Translations are provided. 3. Principals are provided with information to put in their school newsletters. 4. Parents of first graders receive a letter indicating their child's success on the screening test and the further procedures for evaluating their child for GATE identification. <p>b) The district's state application is available</p> <ol style="list-style-type: none"> 1. The GATE Application and process is available on the District website. <p>c) GATE parents are involved in the ongoing Planning and evaluation of the GATE program</p> <ol style="list-style-type: none"> 1. All GATE parents are invited (via the Connect-Ed phone system and flyers mailed to the home) to attend and participate in quarterly District GATE Advisory Council (DGAC) meetings. 2. Program evaluations are requested from all GATE parents. 3. Parents are invited to GATE application Planning meetings. 	<p>a) District provides parents of GATE students with an orientation.</p> <ol style="list-style-type: none"> 1. Parents are invited to a district wide orientation meeting. 2. All schools hold a parent orientation at the beginning of each school of year. 3. Parents can obtain regular updates about the program and issues related to gifted education through the Guiding the Gifted Child Speaker Series and DGAC Meetings. 4. Parents are invited to attend SENG parent support groups <p>b) The products and achievements of gifted students are shared in a variety of ways</p> <ol style="list-style-type: none"> 1. Each school showcases the products and achievements of gifted students through school displays, family science nights, family history nights, productions, Open House, etc. 2. Recipients of statewide awards are featured in local publications such as: school site newsletters, district newspaper, neighborhood newspapers and regional news agencies. 	<p>a) Parents are involved in development of application and/or school site plans</p> <ol style="list-style-type: none"> 1. Parents on the Parent Advisory Committee (GATE-PAC) have input into the GATE Application. 2. Parents participate in GATE application planning meetings. 3. At each site, GATE parents have input into the development of the School Plan for Student Achievement through the School Site Council and GATE Advisory Committees or subcommittees. Each school plan identifies program and budget to meet the needs of gifted students. <p>b) Talents of GATE Parents and Other Community Resources supplement the core.</p> <ol style="list-style-type: none"> 1. At individual GATE Centers, middle schools, and high schools, parents and community members provide ongoing resources and support. <ol style="list-style-type: none"> 1. Community Service Projects 2. Environmental Studies 3. Speaking at Career Days 4. Technology Support 5. School Beautification 6. Educational Excursions 7. Library Support 8. Professionals provide mentoring <ol style="list-style-type: none"> i) Guest speakers.

		<p>c) GATE Program partnerships with community and businesses</p> <ol style="list-style-type: none">1. All Small High Schools and Small Learning Communities at comprehensive high schools have partnerships with community based organizations specific to career paths.2. The district has over 400 business partnerships in the region.3. Internships through business connections are provided for high school students. For example:<ol style="list-style-type: none">i) Health Professions HS partners with UC Davis Medical Center and Sacramento City Collegeii) Criminal Justice partners with Sacramento Judicial Systemiii) PACE partners with Sacramento Capitol Legislature(iv) Business Information and Technology with the State Franchise Tax Board
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SECTION 6: PARENT AND COMMUNITY INVOLVEMENT

<p>6:2 An active GATE advisory committee with parent involvement is supported by the district.</p>		
<p><u>Minimum Standards</u></p> <p>a) Parents participate in the district/site advisory committees.</p> <ol style="list-style-type: none"> All GATE parents are invited to attend DGAC meetings which are held four times a year at various sites. Parents and educator representatives from GATE sites participate in quarterly DGAC meetings. <p>c) The district Gate coordinator collaborates With the GATE Advisory committee to Provide parent education opportunities related to gifted education.</p> <ol style="list-style-type: none"> Parents provide feedback to the GATE Coordinator on topics they would like addressed at meetings. Recent topics have included the characteristics of gifted youth, the unique challenges of the twice exceptional child, and facilitating a smooth transition from elementary GATE programs to middle school programs. <p>d) Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.</p> <ol style="list-style-type: none"> The DGAC consists of parent and educator representatives from each GATE Site, which ensures appropriate representation of our diverse communities in the SCUSD. 	<p><u>Commendable Standards</u></p> <p>a) Parent member of the GATE advisory committee cosigns the district's application</p> <ol style="list-style-type: none"> Parent representative of the GATE PAC cosigns the district's application. <p>b) Parents participate in GATE Advisory committee on a regular basis</p> <ol style="list-style-type: none"> Parent reps from each GATE Center and any other school attend the GATE PAC regularly (3-4 times per year) and communicate information to their sites and School Site Councils. <p>c) GATE Advisory committees are informed of current research and literature on gifted education</p> <ol style="list-style-type: none"> The latest research is shared with parents at DGAC meetings, through speakers and or handouts. The latest research or references to the research is available on the district website. <p>d) The district GATE Coordinator collaborates with the district GATE advisory committee</p> <ol style="list-style-type: none"> The district GATE coordinator facilitates the DGAC meetings where professional development opportunities are shared. <p>e) The district GATE coordinator and the district GATE advisory committee solicit community support</p> <ol style="list-style-type: none"> The district Coordinator solicits community support from such organizations as California State University at Sacramento for identification of transfer students and the Academic Talent Search, The resource teacher works with the Capitol Regional GATE Consortium to collaborate with neighboring school districts. SMUD provides professional development to our GATE teachers to enrich their science curriculum. 	<p><u>Exemplary Standards</u></p> <p>a) Parents of special needs students and English Learners participate in PAC:</p> <ol style="list-style-type: none"> GATE PAC meets three to four times per year prior to the Guiding the Gifted Child Speaker Series sessions. The topics are based on needs expressed by parents. GATE Advisory Committee meetings are an open forum where all interested may attend. Some sites have their own GATE Parent Advisory Committees or have a GATE representative from the School Site Council who attends the District PAC. Parents of English Learners receive information about gifted education through translated pamphlets and visits to individual site meetings. Multilingual parent advisors are available as needed.

SECTION 7: PROGRAM ASSESSMENT

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program’s philosophy, goals, and standards.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a) Program is periodically reviewed by knowledgeable individuals. Results are used for continuing program development.</p> <ol style="list-style-type: none"> 1. The program is reviewed by the Elementary Leadership and Secondary Leadership Teams yearly. The Teams include district central office personnel and principal representatives. <p>b) Program assessment is structured to measure the goals and standards of the program.</p> <ol style="list-style-type: none"> 1. The CPM process is used as an assessment tool; however, the program is evaluated yearly with the CPM standards even in years when the district is not undergoing a CPM. <p>c) District uses multiple, traditional and non-traditional strategies to assess student performance.</p> <ol style="list-style-type: none"> 1. Elementary students are assessed every 6-8 weeks with curriculum embedded assessments. Middle school students are assessed with curriculum embedded assessment at the end of each unit of study in core subjects. 2. Benchmark assessments are utilized quarterly. 3. Academic Conferencing occurs quarterly at the elementary level. 	<p>a) Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation</p> <ol style="list-style-type: none"> 1. Program assessment tools are developed by the GATE coordinator and resource teacher with the input of the Assessment, Research, and Evaluation Office. <p>b) The program contains a clear description of performance expectations at each grade level.</p> <ol style="list-style-type: none"> 1. The Scope and Sequence for Differentiation defines the curricular and performance expectations for students at the elementary grade levels. The Scope and Sequence was created by the GATE teachers and the resource teacher. <p>c) Criteria for levels of performance or rubrics are used as part of the assessment process</p> <ol style="list-style-type: none"> 1. Data analysis of performance levels on the CST test will be used to determine effectiveness of programs for all students. <p>d) The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability.</p> <ol style="list-style-type: none"> 1. Strategies which include student inquiry, collaboration, and reflection: <ol style="list-style-type: none"> i) Independent Investigation ii) Cooperative Learning iii) Reciprocal Teaching 2. Assessment processes: <ol style="list-style-type: none"> i) Open Court Lions ii) Quarterly Benchmark assessment iii) Teacher-devised test iv) Peer evaluation v) Self-evaluation 	<p>a) Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade</p> <ol style="list-style-type: none"> 1. GATE teachers utilize rubrics for assessing writing at an advanced level. <p>b) The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program</p> <ol style="list-style-type: none"> 1. All educational services have been analyzed to determine the strength, needs and goals for improvement over time as stated in the Review of Administration of the GATE Programs. <p>b) District allocate time, financial support, and Personnel to conduct regular and systematic formative and summative program assessment.</p> <ol style="list-style-type: none"> 1. Disaggregated district level data is used to make program improvements for GATE students throughout the district in the following ways: <ul style="list-style-type: none"> • Curriculum embedded assessment • Quarterly Benchmark Assessments • Progress of GATE students • Longitudinal studies of GATE student performance on CST tests. • Ethnic diversity of identified GATE Students • Summary of NNAT Testing in 2006-2007 by ethnicity

	<p>e) The results of the program assessment are presented</p> <ol style="list-style-type: none">1. Results of annual parent and teacher surveys are shared with the parents at District GATE Advisory Council meetings, with teachers at the GATE teacher articulation sessions, and with principals at principal's meetings. <p>f) Districts provide resources for program assessment</p> <ol style="list-style-type: none">1. District provides data and analysis support through Assessment, Research and Evaluation Department.	
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SECTION 8: BUDGETS

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p>Minimum Standards: One year approval</p> <p>a. Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification.</p> <p>1. Professional Development: GATE teachers are provided substitutes to attend three full articulation days to promote further differentiated instruction and increased student achievement. They are supported to attend CAG Conference and Summer Institutes.</p> <p>b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</p> <p>1. Funds are allocated to each GATE site to support enrichment above and beyond the core curriculum.</p> <p>c. There is a budget allocation for district GATE coordination by a single individual on a full or part time basis.</p> <p>1. The district funds a GATE Coordinator, GATE Resource Teacher, Gate Psychologist and support staff.</p> <p>d. Carry-over monies are minimal and maintained within the district GATE accounts.</p> <p>1. Carry over monies is maintained with the district GATE accounts.</p> <p>e. Indirect costs do not exceed state limitations.</p> <p>1. Indirect costs do not exceed 3%.</p>	<p>Commendable Standards: Two year approval</p> <p>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district’s size and GATE plan.</p> <p>1. Along with the direct supervision of the program by the Academic Achievement Administrator, the district supports the GATE program with a Coordinator, Resource Teacher and GATE Psychologist.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.</p> <p>1. The district encourages sites to make categorical services available to all students who qualify, including GATE students. At all sites, funding for programs such as block grant funding, School and Library Improvement Block, Title II,III, IV,V have been combined with GATE funds to offer extended services to GATE students and professional development as appropriate.</p>

**APPENDIX 2008-09
GATE PROGRAM EVALUATION**

Review of Student Academic Progress

The results of the spring 2007 STAR testing show that GATE identified students outperform the district average in all grade levels and subject areas on both the California Standards Tests and the California Achievement Test, 6th edition (see Table A).

Students who are GATE identified exceed the percent **advanced** of all students by an average of

- 58 percentile points on the CST English-Language Arts exam
- 46 percentage points on the CST mathematics exam
- 29 percentage points on the CST science exam
- 35 percentage points on the CST social science exam

The CAT-6 exam, which is given in 3rd and 7th grades, shows that GATE students exceed the district percent above the 75th percentile by an average of 53 percentage points in reading, 60 points in language, 60 points in math, and 43 points in spelling.

Table A

2007 STAR Test Data – GATE students vs. All students										
	2	3	4	5	6	7	8	9	10	11
	CST English-Language Arts									
GATE	86%	59%	83%	65%	70%	76%	77%	84%	65%	67%
District	17%	9%	20%	15%	15%	16%	14%	20%	14%	13%
	CST Mathematics						Gen Mth	Alg 1	Geom	Alg 2
GATE	91%	95%	86%	78%	72%	70%	43%	34%	25%	19%
District	22%	29%	30%	23%	16%	16%	2%	4%	4%	4%
	CST Science			5th	8th	Life (10th)	Earth	Biology	Chem.	Physics
GATE				24%	66%	45%	26%	44%	20%	36%
District				4%	14%	9%	4%	9%	5%	13%
	CST Social Science						8th	World	US Hist	
GATE							65%	27%	41%	
District							13%	7%	8%	
	Grade 3 CAT-6 Survey – at or above the 75%ile					Grade 7 – CAT-6 – at or above the 75%ile				
	Reading	Language	Math	Spelling		Reading	Language	Math	Spelling	
GATE	61%	76%	88%	70%		76%	85%	87%	68%	
District	11%	15%	28%	26%		21%	26%	27%	26%	

Source: DataQuest, CDE 2008

Comparing the 2006 to 2007 CST scores for matched GATE students (Table B), data shows

English-Language Arts

- the majority of the students maintained the performance level from the previous year
- 7 out of 10 students who scored Advanced in ELA in 2006 maintained the Advanced level
- 97% of matched students scored Advanced or Proficient in both 2006 and 2007

Mathematics

- the majority of the students maintained the performance level from the previous year
- 8 out of 10 students who scored Advanced in mathematics in 2006 maintained the Advanced level
- 93% of matched students scored Advanced or Proficient in both 2006 and 2007

Table B

Longitudinal Matched Student Data – GATE Students 2006 to 2007	
English-Language Arts	Mathematics
comparison of CST 2006 with CST 2007	comparison of CST 2006 with CST 2007
<p><u>Advanced Level 2006</u> (1710 students)</p> <ul style="list-style-type: none"> • 76.5% maintained Advanced in 2007 • 21.8% dropped to Proficient in 2007 • 1.6% dropped to Not Proficient in 2007 <p><u>Proficient Level 2006</u> (435 students)</p> <ul style="list-style-type: none"> • 42.5% improved to Advanced in 2007 • 48.3% maintained Proficient in 2007 • 6.2% dropped to Not Proficient in 2007 <p><u>Not Proficient Levels 2006</u> (63 students)</p> <ul style="list-style-type: none"> • 6.3% improved to Advanced in 2007 • 46.0% improved to Proficient in 2007 • 47.6% maintained Not Proficient in 2007 	<p><u>Advanced Level 2006</u> (1694 students)</p> <ul style="list-style-type: none"> • 80.9% maintained Advanced in 2007 • 22.9% dropped to Proficient in 2007 • 1.4% dropped to Not Proficient in 2007 <p><u>Proficient Level 2006</u> (463 students)</p> <ul style="list-style-type: none"> • 22.9% improved to Advanced in 2007 • 51.6% maintained Proficient in 2007 • 25.5% dropped to Not Proficient in 2007 <p><u>Not Proficient Levels 2006</u> (139 students)</p> <ul style="list-style-type: none"> • 1.4% improved to Advanced in 2007 • 26.6% improved to Proficient in 2007 • 71.9% maintained Not Proficient in 2007

Source: Data Director, April 2008

Review of the Administration of the GATE Program

The district provides a survey to the parents of GATE students at the end of the school year. Parents responded to questions in the areas of Parent-School Communication, Affective & Educational Experiences as GATE Students, and Parent-Central Office Communication. The results of the spring 2007 survey provided the following:

- 81% indicate “I have been informed of their child’s progress in his/her classes”.
- 73% indicate that “My child is challenged both academically and creatively”.
- 83% indicate that “My child is encouraged to think critically, creatively and logically”.
- 67% indicate that “My child is becoming more self-sufficient and independent in study skills”.
- 76% indicate that “I know that I can attend the district GATE Advisory Council Meetings to give input and share concerns regarding the district GATE program.

An analysis of the identified GATE students by grade level (Table C) indicates the following:

- Dramatic increase in students from 3rd to 4th grades
 - Increase in teacher-student ratio
 - CST ELA/Math scores (Adv/Adv) to identify potential GATE candidates
 - GATE office reviews academic data of every student in 3rd grade
- Overall highest enrollment is in 4th through 6th grades
- Decrease in students from 8th to 9th grade
 - 13%-18% drop in enrollment
 - Possible cause: Private school choice for high school
- Largest decrease in high school is between 11th and 12th grades (5%-9%)

Table C

Identified GATE Students by Grade Level												
	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total 2-12
04-05	116	288	274	302	219	205	225	136	158	183	193	2,299
05-06	130	137	361	288	308	202	202	184	130	156	167	2,265
06-07	100	149	299	366	305	305	195	168	178	127	142	2,334
07-08	94	127	368	300	367	292	302	169	164	168	121	2,472

Source: SCUSD: SASI, October downloads

An analysis of the demographics of the students identified for GATE compared to the district, county and state total population is shown in Table D.

Table D

Ethnic Diversity of Identified GATE Students									
	2004-2005			2005-2006			2006-2007		
	#	%	Dist.	#	%	Dist.	#	%	Dist.
American Indian	22	1%	1.4%	19	1%	1.3%	19	1%	1.1%
Asian	693	30%	20.8%	673	30%	21.2%	686	29%	20.7%
Pacific Islander	9	0%	1.1%	13	0%	1.2%	15	1%	1.4%
Filipino	40	2%	1.1%	41	2%	1.2%	42	2%	1.2%
Hispanic	274	12%	30.2%	285	13%	31.2%	320	13%	31.6%
African American	172	7%	22.0%	163	7%	21.3%	169	7%	21.3%
White	1086	47%	22.0%	1053	46%	21.4%	1097	46%	21.2%
Mult/No Resp.	9	0%	1.5%	22	1%	1.2%	30	1%	1.5%
GATE TOTAL	2305	4.5%		2269	4.5%		2378	4.8%	
County TOTAL		5.8%			5.8%			6.4%	
State TOTAL		7.6%			7.9%			8.2%	

Source: DataQuest, CDE

When comparing the ethnic representation of the district's major subgroups, the identified GATE students are over represented in Asian and White groups while the Hispanic and African American groups are under represented. When compared to the percent of identified GATE students in the County and the State, the district has fewer students by up to 3.4% in 2006-2007.

In an effort to identify students from underrepresented populations, the GATE Office provides yearly screening for all first grade students utilizing the Naglieri Non-verbal Ability Test (NNAT). This test assesses mental ability by requiring the student to solve problems presented in abstract figures and designs. The results are used as a first step in the identification / referral process for possible placement in the GATE program.

Table E

Summary of NNAT Testing in 2007-2008 by Ethnicity										
Score	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Decline to State	Total	%
1% - 9%	209	5	123	5	320	13	102	12	789	24%
10% - 19%	119	6	84	7	219	10	90	11	546	17%
20% - 29%	68	7	69	3	116	8	68	6	345	10%
30% - 39%	52	3	33	4	93	4	51	6	246	7%
40% - 49%	30	0	29	0	52	2	37	3	153	5%
50% - 59%	49	1	58	3	91	5	59	7	273	8%
60% - 69%	37	3	57	2	87	4	71	7	268	8%
70% - 79%	33	2	68	9	80	3	70	5	270	8%
80% - 90%	22	3	50	7	59	2	51	4	194	6%
91% - 100%	25	2	71	6	36	1	70	5	216	7%
TOTAL	644	32	642	46	1153	52	669	66	3304	100%
% of Tested	19%	1%	19%	1%	35%	2%	20%	3%	100%	
% of Passed (91%+)	12%	1%	33%	3%	17%	0%	32%	2%	100%	

Source: SCUSD, SASI

The results of the NNAT indicate a discrepancy exists between the percent of students identified as gifted (2006-2007) and the percent of students who have passed with 91% or higher (2007-2008). Even though these are different years, the ethnic identification of subgroup trends within the district has remained stable (Table D). Although the NNAT is designed to be free of cultural and linguistic bias, Table E demonstrates that students passing the test do not yet reflect the district subgroup populations. An increased focus on underrepresented subgroups, along with professional development regarding culturally and linguistically responsive pedagogy, will enable the GATE Office to support the district wide strategic plan to “Review, revise and implement improved Gifted and Talented referral process.”

Procedures for modifying the District GATE program based on the Annual Review(s):

Section 1: Program Design-

Strengths:

- The Sacramento City Unified School District provides a variety of service options for their gifted and talented students.
- The district provides Special Day Classes, Multi-age site programs (serving the needs of students at their home school), part-time grouping and cluster programs.
- The GATE design aims to nurture intellectualism, critical thinking, independent skills, appropriate peer interaction and self-awareness.
- Support Services including district administrator, district coordinator, district resource teacher and district GATE psychologist.
- The GATE program at the secondary level is a strong combination of Honors and AP courses.
- The program provides appropriate training and support for staff, parents, and the community.

Needs:

- Investigate avenues to address needs of identified GATE students who have not chosen to participate in GATE Programs.
- Explore research-based knowledge of successful current practices regarding GATE identified EL and special education students.
- Implement strategies to identify and service students in the categories of creative ability, leadership, and visual/performing arts.

Goals:

- Providing differentiation using elements of depth and complexity which address the needs of gifted students in general education classrooms.
- Work with the Associate Superintendent, LSU A, site administrators and staff to improve and expand the district Advanced Placement (AP) and Honors program, extra curricular programs and dual enrollment (High School students taking college classes).
- Explore additional program design components to provide extra support to EL GATE students, Twice Exceptional students as well as students with known factors that impact achievement.
- Explore the option to identify the categories of creative ability, leadership, and visual/performing arts.

Section 2: Identification:**Strengths:**

- GATE screening of all first grade students in the district using the Naglieri Non-verbal Ability Test (Naglieri) in addition to the multiple criteria rubric used for identification of a wide range of students.
- As a part of the rubric, impact factors are given special consideration such as: English Learners, Learning Disabled, psychological or social issues and economically disadvantaged.
- Referrals are requested by the GATE office for all 2nd-6th grade students who have achieved Adv/Adv on the CST's for ELA/Math.
- Parents are notified in writing of their student's acceptance into the program and parents of students not identified have a process to appeal through the GATE Coordinator.
- Utilizing ELA/Mathematics data from Data Director, GATE personnel have identified students in grades 3-5 who are eligible to be placed into the program once the referral process has been completed.

Needs:

- In an effort to increase underrepresented populations the district is reviewing and revising the identification/referral process.
- Ongoing yearly analysis of referrals for underrepresented population to ensure that all qualified students have an opportunity to be assessed.
- All principals and instructional staffs will review on a regular basis 3rd, 4th, 5th, and 6th grade ELA/mathematics CST results, the benchmark results, student results and the results of curriculum-embedded assessments to determine appropriate placement.

Goals:

- Implement modified identification criteria and referral process in order to prepare students for 2nd grade and beyond.
- Ensure that teachers and site administrators serving underrepresented populations receive information on specific strategies for recognizing and referring students.
- Formalize the teacher training in terms of GATE characteristics, identification and the District GATE program.
- Continually improve district GATE website and communication regarding identification process.

Strengths:

- District has a core of highly qualified experienced teachers knowledgeable about differentiation, depth and complexity, novelty, acceleration and compacting.
- GATE program is aligned with State standards in each subject area.
- The dimensions of differentiation allow teachers to design and extend the curriculum to enable students to become confident, creative, committed lifelong learners.
- GATE resource teacher provides ongoing professional development in differentiation strategies and assists site personnel in the design of plans that are aligned to the district's Key Systemic Strategies for improving student achievement.

Needs:

- Review and upgrade Scope and Sequence framework to ensure the continuity of core and enrichment components are being taught by all GATE teachers.
- To ensure that all gifted students have the opportunity to be in a classroom with a highly qualified teacher that has the knowledge necessary to meet their diverse needs.

Goals:

- Design a site administrator rubric aligned to the elements of differentiation expected to be seen in all GATE classes.
- Continue to articulate and share advanced level work within and across grade levels.
- GATE administration personnel will conduct ongoing site visits to recognize the work of site personnel in the areas of teaching and learning, school operations, culture and climate.
- GATE resource teacher will establish a networking process where differentiated lessons in the core curriculum are shared with other teachers with the same grade.

Section 4: Social and Emotional

Strengths:

- Support for at-risk GATE students is provided through the district wide Response to Intervention Program.
- The district GATE psychologist provides ongoing counseling services for GATE identified students, particularly at-risk students.
- The structure of multiple small high schools within the district provides many educational opportunities to meet the unique social and emotional needs of at risk-gifted students.
- Social Emotional Needs of Gifted (SENG) group meets with GATE resource teacher to discuss the complexities of gifted children based on the work James Webb, Ph.D.

Needs:

- Investigate new strategies to assist teachers and parents in addressing the social/emotional needs of GATE students.
- Help students set reasonable goals based upon ability, interest, and personality.

Goals:

- Investigate opportunities for collaboration with neighboring districts in order to provide special interest topics and speakers for our GATE community.
- Ensure that each school counselor, administrator and teacher are well aware of gifted students potential for intensity and over excitabilities as defined by Dabrowski's Theory of Development.
- Explore and implement a student survey that proactively solicits students' perspectives regarding program services.

Section 5: Professional Development

Strengths:

- Elementary GATE Articulation grades 2 – 6 three times per year for all GATE teachers.
- The district provides all teachers the opportunity to complete a Professional Sequence Certificate in Gifted Education.
- Opportunities for staff to attend California Association for Gifted (CAG) Conference as well as other workshops.
- Trainers selected to conduct in-services and the trainings attended by the staff are knowledgeable and experts in the field of GATE education.
- Teachers new to the GATE program receive one-on-one mentoring with GATE resource teacher.

Needs:

- Continue the Professional Sequence Certification and evaluate its content for changes as necessary.
- Develop a mentoring program with “highly qualified” GATE teachers sharing and supporting novice GATE teachers.
- Provide more on-going professional development for teachers and parents.

Goals:

- Provide professional development training for general education teachers in differentiation using elements of depth and complexity and higher level thinking activities to meet the needs of advanced students.
- Create an evaluation to determine effectiveness of professional development which is aligned to the GATE plan.

Section 6: Parent and Community Involvement

Strengths:

- An open communication with parents via regularly scheduled district GATE meetings.
- Parents are informed of the program and the identification process.
- The district website has a GATE link (in multiple languages) to promote communication and inquiry about the GATE program.
- The district has excellent professional resources in a variety of fields to work with our GATE students.
- Parents volunteer in the classrooms and at the school sites.

Needs:

- Ensuring that each school site has a parent representative to serve on the district GATE Advisory Council.
- Increase access to information regarding the unique needs of gifted children programs.
- Encourage parents to participate in local gifted workshops.
- A list of available translators for oral communication at meetings and written translations.
- An organized system to bring community members with a specific expertise in the classrooms.

Goals:

- Broaden the base for obtaining guest speakers for the Guiding the Gifted Child Speaker Series.
- Continue to build parent and community trust by providing information, clear communication and forums for parent participation.
- Increase participation of parents and community members to reflect the diversity of our GATE population.
- Create a GATE handbook/brochure.
- Improve the district GATE website.

Section 7: Program Assessment:

Strengths:

- Web based student information system (Data Director) which tracks students at the individual and group level is available to all teachers and administrators.
- Data is disaggregated in various ways to monitor student growth and to guide instruction.
- Formal and informal evaluations to assess the program; input is solicited from GATE teachers, parents and district administrators to measure effectiveness.
- The utilization and allocation of resources (personnel, budget, facilities, technology, etc.) are in alignment with the mission and goals of the school district.

Needs:

- Continue to seek student and community input through surveys and interest inventories to increase effectiveness of programs being offered.
- Meet regularly with GATE site administrators to design and implement site-specific professional development plans that address student achievement needs.
- GATE coordinator will conduct one-to-one meetings with GATE site administrators to outline focus areas, goals, strategies, resources and monitoring structures that support student success.

Goals:

- Continue to evaluate and improve the process for using student achievement data to drive program improvements at all schools.
- Analyze the achievement of at-risk students and explore new, focused program improvements that will have a positive affect on their success.
- Using disaggregated data, conduct a longitudinal study to assess student progress from elementary to secondary schools.

Section 8: Budget:**Strengths:**

- Direct oversight of district GATE expenditures by Academic Achievement Administrator and District GATE coordinator.
- GATE teachers are allocated monies for enrichment activities.
- Funds are spent on professional development to improve classroom instruction and understanding the needs of GATE students.
- Sites utilize other categorical funding to supplement existing GATE program.

Needs:

- Continue fiscal collaboration between categorical programs so that gifted students are provided needed services.
- Additional funding needs to be allocated for visual and performing arts programs.
- To increase sites ability to analyze data and support their GATE program and leverage funding from other sources.
- Funding allocated to allow teachers to participate in Advanced Placement (AP) training programs.
- Development of extended day and summer school programs to support GATE students.

Goals:

- Budget allocation should reflect monies needed to provide appropriate services to all students that will promote youth development in preparation for college and careers.
- Collaborate with categorical program personnel and site administrators to increase their knowledge of the district GATE plan and the funding needed to support its implementation.

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*)

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]*)