



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.4

**Meeting Date:** April 7, 2016

**Subject:** Gifted and Talented Education (GATE) Policy Revision and Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: April 21, 2016)
- Conference/Action
- Action
- Public Hearing

**Division:** Academic Office/Gifted & Talented Education (GATE) and AP Department

**Recommendation:** The Board of Education is requested to approve the Gifted and Talented Student Program Board Policy 6172(a)

**Background/Rationale:** In order to achieve the vision articulated through Pillar One, *College and Career Ready Students*, it is essential for high-ability and advanced students to be provided with appropriately rigorous academic interventions early on and consistently in their educational experience. Due to their unique needs, students who demonstrate or show the capacity for advanced performance require within the school-day services to continue to develop academically, intellectually, and socially so that they are able to reach their full potential and increase the likelihood that they will make productive contributions to society.

The district has been committed to providing designated academic services to those students who are identified as gifted and talented (GATE) or high ability beginning in second grade. The adoption of this revised Board Policy will outline the district's essential program components including which students are identified for designated services and the scope of services available to students in Grades 2-12.

**Financial Considerations:** Current source of funding for the GATE & AP Department is LCFF. The total amount budgeted to maintain the current program for the 15-16 academic year is \$ 442,300. These funds provide for GATE Identification screening, instructional resources, along with staff and resources for professional learning.

**LCAP Goal(s):** College and Career Readiness

**Documents Attached:**

1. Executive Summary
2. Board Policy - Original

3. Board Policy – Red-lined
4. Board Policy – Final Draft

**Estimated Time of Presentation:** 10 minute presentation  
**Submitted by:** Iris Taylor, Ed.D., Interim Chief Academic Officer and  
Kari Hanson-Smith, Coordinator, GATE & AP  
Programs  
**Approved by:** José L Banda, Superintendent

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## **I. Overview of the Gifted and Talented and AP Programs**

The Sacramento City Unified School District is fully committed to preparing its students to be college and career and life ready. The district's goal is to provide all students with rigorous academic experiences that are appropriately challenging, preparing them for success and to achieve their full potential in life. Recognizing that students demonstrate advanced or beyond age level capacity for learning at all development levels and across all domains, the district is committed to identifying these students early and providing an infrastructure of support and services based on research and exemplary practices to afford them the greatest opportunities for positive outcomes. This includes equitable practices to both identify students for GATE along with other advanced learning services, and providing a continuum of placement opportunities where students can receive both academic and talent development supports. This includes providing classroom settings designed to challenge students through academic rigor and relevancy, enrichment, acceleration, depth, complexity and novelty. As students matriculate throughout their school years, a comprehensive continuum of academic, social-emotional supports and enrichment opportunities are essential in both supporting and preparing students for successful outcomes and in achieving the vision outlined in Pillar One, *College and Career Ready Students* of the district's strategic plan.

The district's Board Policy 6172 was last reviewed and updated by The Board in 2002, since that time there have been considerable changes in the governance of schools in the state of California. Moreover, research in the field of gifted and talented education since that time has reflected an increased understanding of the needs of those students who have been traditionally underrepresented and underserved by gifted education programming and services. It is appropriate then, at this time, for The Board to review and approve a Board Policy that reflects the demographics of the district and the expanded programs that have evolved to meet the needs of all students in the district.

## **II. Driving Governance**

The research clearly supports the need to provide designated services for both academic and talent development to students who demonstrate advanced ability or potential in all demographic and socio-economic groups. This need is highlighted when considering the needs of students of color and from low socio-economic backgrounds who have long been under-represented for receiving gifted education services. Providing students with appropriately rigorous coursework, opportunities to learn with cognitive peers, and necessary social and emotional support services has been proven to reduce the "excellence gap" in educational services. The "excellence gap" reflects the disparity between low-income and high-income students' ability to access advanced levels of educational opportunity and achieve advanced levels of academic performance. The report entitled *Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students*, written in 2012 for the National Association for Gifted Children confirms this need. "As we strive to develop services and programs the goals for [high ability learners] remain... the development of a psychological identity that supports high

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achievement; increased access to challenging curricula, rigorous educational programs, and selective institutions of higher education; access to out-of-school supplemental programs; and community and family support." Providing gifted and talented students with a range of both academically challenging and appropriately relevant and engaging learning experiences is singularly powerful in reducing the risk of those learners "dying on the vine."

As stated by Ford (2010) and highlighted in the publication *Overlooked Gems: A National Perspective on Low-Income Promising Learners* (2007), "We can and must look for gifts and talents early among students, particularly among low-income and/or low-SES students." SCUSD has a long standing commitment to identifying high-ability students early in their educational careers, so that they can access the challenging curricular experiences they require to reach their full potential. However, in order to effectively prepare our students to achieve that full potential in the 21<sup>st</sup> century workforce, our racially, ethnically, culturally, linguistically, and socio-economically diverse students must be provided with enriched educational environments that develop their talents and foster the creative thinking skills necessary to become the creative producers of the future.

Gifted and talented students along with those who possess high abilities need gifted education programs and services that will challenge them in regular classroom settings, through enrichment and accelerated programs to enable them to make continuous progress in school and life. While research in the field varies widely in identifying percentages of gifted, talented and high-ability students who underachieve, the achievement benefits for those students who do receive appropriate academic and talent development services are clear. Several longitudinal studies (Benbow, 2001 and 2013) have shown that gifted programs have a positive effect on students' post-secondary plans. Gifted education services are about more than just giving students challenge in classrooms: Gifted programming positively influences student's futures.

Consequently, it is vital that SCUSD provide Gifted and Talented Education programs and services to give students the opportunities they need in order to achieve their life's potential. An updated Board Policy, reflecting the exemplar programs and services already in place while providing opportunity to deepen instruction, expand implementation, and root the program in research validated best practices, is an essential step in meeting the needs of these unique learners.

### III. Budget

Current source of funding for the GATE & AP Department is LCFF. The total amount budgeted to maintain the current program for the 15-16 academic year is \$442,300. These funds provide for GATE Identification screening, instructional resources, along with staff and resources for professional learning.

### IV. Goals, Objectives and Measures

The district will assess the quality of the GATE program by monitoring GATE Identification results data year to year at both the school and district subgroup demographic level. These results will be monitored

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to ensure that the number of students formally identified to receive GATE services is consistent with research-validated percentages, and the identified rate is representative of local demographic norms. Student level data will be monitored year to year through a variety of assessment tools as students matriculate through the district including student work samples, common assessments, performance based assessments, and standardized assessment results (CAASPP, PSAT, SAT and AP Exam results).

As students' progress through their school years, their opportunities to engage in and benefit from appropriately targeted advanced learning pathways should continue to expand. The district will monitor expanded access by reviewing data at the secondary level related directly to authentic acceleration, including open access to Advanced Placement (AP) courses district-wide, AP course completion and pass rates, and expansion of dual/concurrent enrollment opportunities district wide. Additionally during the elementary and middle school years, the district will seek to implement Talent Development opportunities that are both academic and interest based for all students.

The quality of teaching and learning will be determined through monitoring participation and completion of GATE Certificate course completion and teacher engagement with on-going professional learning opportunities provided by the SCUSD GATE Department, the College Board and the CA Association for the Gifted. In addition, the impacts of professional learning will be determined through observations of instructional delivery, monitoring student achievement, and teacher reflection. Using multiple measures to further ensure validity, the district will also annually collect perception data through surveys, and evaluations of professional learning, and parent engagement. All results will be used to inform programmatic and systematic changes.

### V. Major Initiatives

The GATE and AP Department strives to provide research-based services designed to address the needs of academically advanced and high potential students. This is facilitated through the promotion of gifted education instruction to design learning experiences that foster continued growth in preparation for personal, social and professional success across varied contexts. Services are not limited to those that provide designated gifted education program supports, as the goal is advocating for talent development opportunities for all students.

#### Revision of Board Policy 6172

An important step in sustaining the robust gifted education services available across the district is the adoption of revised Board policy. The current version of BP 6172 was originally adopted in 1998 and was last reviewed in 2002. Since that time, LCFF has altered California's Ed Code, shifting funding sources to local control and eliminating categorical allocations. The current policy provided a general overview of the gifted and talented student needs and programs available to those students. The proposed revisions provide much clearer direction to the district, including language supporting culturally responsive identification practices, ongoing professional learning supports, and clear targets for ongoing evaluation of the program. Using the California School Boards Association (CSBA) sample policy as a guide, the district has drafted a revised policy that outlines best practices, and prescribes the essential program

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components that will ensure that students are provided with services positioning them for life-long success and productivity.

- Section one provides updated language to original content in the existing policy. It describes the district's intent to provide all students with appropriately challenging, academically rigorous school day experiences that are commensurate with their particular abilities and talents. It addresses the importance of GATE services in developing the creative producers of the 21<sup>st</sup> century.
- Section two reflects entirely new content, addressing the breadth through which students may be formally identified for Gifted and Talented Education Services. This identification process begins by first assessing a student's ability and secondarily assessing academic achievement. By these means, the process seeks to include those students who may be underachieving or are traditionally underrepresented in advanced or gifted and talented programming.
- Section three expands upon original content, outlining in greater detail the educational opportunities that may be available to students as they matriculate through their school years, grades 2-12. Furthermore it addresses the vital support of student's social and emotional needs for success not only in school, but also in life.
- Section four presents new policy language, stipulating the significance of on-going, research based professional learning to support and develop the professional capacity building of those teachers and administrators who provide gifted education services to students. It is imperative that teachers in classrooms supporting gifted and talented students are equipped to meet those student's academic and social/emotional needs.
- Section five adds greater detail to existing language, delineating that the Superintendent or designee shall involve a range of stakeholders in the monitoring of GATE programs and services. Furthermore ongoing monitoring of the GATE Department will include a regular report to the Board regarding program implementation and the progress of students.

Ensuring that a broad-based coalition of the district's stakeholders had a voice in the process, the policy development engagement approach as outlined in the Board's bylaws was utilized. As a result, the proposed revised Gifted and Talented Student Program policy was vetted with the district English Learner Advisory Committee, and the Community Advisory Committee for Special Education. The policy was also shared with the district Gifted Education Advisory Committee, consisting of teachers, principals, and parents. Input from the various stakeholders helped to shape the development of the revised policy.

### **Revised GATE Identification Criteria**

With the goal of a GATE program reflective of district demographics and expanding opportunities to provide gifted and talented educational services to a wider array of students, the district continues to expand the number of diverse students who are served through an ever increasing range of advanced learning pathways in grades K-12.

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Formal GATE Services identification is determined through the consideration of multiple criteria. In grades 1 and 3, all students in the district are screened for general aptitude. Secondly, those students who meet the qualifying criteria for aptitude form a pool of students whose academic achievement is reviewed. Additional criteria in the formal GATE identification process include locally normed teacher rating scales, and an equity factor. Students who do not qualify for GATE services as a part of the 1<sup>st</sup> grade universal screening process will automatically be re-screened in 3<sup>rd</sup> grade. All students may be referred for up to an additional 3<sup>rd</sup> screening at any point in their elementary school years. Universally screening all students using an ability first model, at two points during their elementary school years, is one safe guard to ensure that diverse students from traditionally underrepresented groups are included for consideration in GATE programs and services.

In grade 1, the Naglieri Non-Verbal Abilities Test (NNAT2) is used universally for all students across the district. This nationally norm referenced abilities test successfully identifies students despite language proficiency for their cognitive reasoning in the figural spatial domain. Problems on the NNAT assess student's ability to understand visual information without relying on or being limited by language skills. Additional measures include the consideration of achievement on locally normed district benchmark tests. Upon formal identification at the end of 1<sup>st</sup> grade, students are eligible for a range of GATE services starting in 2<sup>nd</sup> grade.

In grade 3, the Cognitive Abilities Test (CogAT7) is administered universally for all students across the district. This nationally norm referenced abilities test offers the district the opportunity to re-examine all students across the district and identify cognitive reasoning gifts in one or more of three domains: Verbal, Quantitative, Figural-Spatial. Problems on the CogAT assess student's ability to solve logic problems related to language, numbers, and non-verbal spatial reasoning. Identification by specific domain provides classroom teachers the opportunity to shift instructional practices and target differentiation strategies, so that students are appropriately challenged in their areas of strength and supported in their areas of relative weakness.

Students in grades 2, and 4-6 may be referred for additional screening or review of GATE qualification either internally by the GATE department, by teachers, administrators or parents. Referral based GATE services screening happens four times a year, but referrals can be made at any point. Students can be screened for GATE services up to three times during their elementary school years.

### Range of Services

Since 2008, when designated GATE services were only available at ten elementary schools in the district, those services have expanded to include 15 elementary schools currently providing designated services along with additional schools engaged in professional learning to provide neighborhood level support for advanced and high-ability learners. As increased numbers of students have been identified to receive GATE services across the district, and pressed by a desire to ensure that students are able to receive appropriate services in their neighborhood schools, the GATE/AP department has developed

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opportunities for all elementary schools to engage with ongoing professional learning around gifted education pedagogical practices.

The district currently operates two models of GATE Service programming, GATE Centers and GATE Cluster Model Schools, for students in grades two through six. These models are designed to address the academic, talent and social-emotional development of advanced and high-ability students from all economic, cultural, and linguistic backgrounds. A total of 15 elementary schools across the district, currently provide designated gifted education services. Additionally, two schools are in the process of completing the professional learning required to provide a third model, GATE Department supported Neighborhood School Services.

**GATE Center Schools** receive students from feeder schools across the district, and provide full-day academic GATE services to identified students through a cohort model, in grades 2-6. These classrooms are comprised of 80-100% of students who have been identified to receive GATE Services. GATE services at these schools are facilitated through a school-within-a-school system whereby GATE and General Education students share the campus. In providing services to students from throughout the district the goals of these schools are tri-fold: 1) to provide students with up to a half-year of additional academic progress, 2) to support the development of cognitive needs through socialization with cognitive peers, and 3) to support those students with social-emotional complexities associated with rapid learning with appropriate counseling supports. Current GATE Center Schools include:

1. Isador Cohen
2. Peter Burnett
3. Phoebe Hearst
4. Pony Express
5. Sutterville

**Schoolwide Cluster Grouping Model GATE Schools** provide full-day academic services to students who reside within their enrollment boundaries. With the Schoolwide Cluster Grouping Model (SCGM) GATE identified students are grouped into classrooms based on their abilities, ensuring that classroom compositions are carefully structured to address two main goals: 1) to ensure a balance of abilities throughout the grade level and 2) to reduce the learning range found in every classroom. (Winebrenner, 2008) GATE Clusters classrooms are comprised of at least 6 students identified for GATE Services alongside general education students. As the number of students identified for GATE services varies from school to school, at some schools there are multiple classrooms at each grade level implementing the Schoolwide Cluster Model. Current Schoolwide Cluster Grouping Model GATE Schools include:

1. Bret Harte
2. Camellia
3. David Lubin
4. Elder Creek

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5. Golden Empire
6. John Bidwell
7. Martin Luther King Jr. K-8
8. Matsuyama
9. Theodore Judah
10. William Land

**Neighborhood School GATE Services** represent an expansion of gifted education and/or talent development services available to advanced and high-ability students across the district. These services enable those students who are identified for GATE services to remain in their neighborhood school and to receive GATE services from within their community by teachers who have formally engaged in GATE Department facilitated professional learning through participation in Collaborative Planning Time (CPT) and/or completion of the SCUSD GATE Certificate. The GATE Department is currently building out a model for the scope, implementation, and development of these advanced learner services for the 2016-17 academic year.

### **Targeted On-Going Professional Learning K-12**

The district is committed to robust, on-going, collaborative professional learning, in alignment with the National Association for Gifted Children (NAGC) Gifted Education Teacher Preparation Standards, that fosters deep understanding about the needs of gifted, talented, and high-ability learners, positively impacting learning environments and student learning outcomes. To this end, the goal is building capacity for professionals to understand:

- Individual learning differences, focusing on how language, race/ethnicity, culture, economic status, family background and/or disability impacts the learning of individuals with gifts and talents
- The nature of multiple learning environments for gifted and talented learners, including creating safe, inclusive, culturally responsive environments for all learners on a continuum of services that respond to individual gifts, talents, motivations, culture and linguistic differences.
- The use of core and specialized curricula to advance learning, assess in order to differentiate and accelerate instruction, and select, adapt, and plan for the use of a variety of evidence-based instructional strategies.
- Foundational knowledge about the field of gifted and talented education, including theories of giftedness, talent development and the historical relationships of gifted education services related to diversity and equity.
- The value of effective collaboration with families, other educators, related service professionals, students with gifts and talents, and community agencies in culturally responsive ways to address and support the needs of individuals with gifts and talents across a range of learning experiences.

Our professional learning continuum is a model throughout Northern California, beginning with our

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GATE Certificate series. This 10-course professional learning sequence helps classroom teachers and administrators understand and meet the unique academic and psychological needs of diverse gifted, talented and high-ability students. The culminating project, a Differentiated Unit of Study, represents the classroom teacher's application of their understandings of gifted education pedagogy and strategies within an upcoming curriculum unit in any subject area of the teacher's choice. GATE Certificate recipients receive recognition in front of the Board each June.

GATE certified teachers along with all GATE teachers providing designated GATE Services, engage in a minimum of 12 additional Professional Learning hours over the course of each school year. The content of these courses emphasizes research based strategies for the differentiation of Common Core in varied subject areas. Follow-up coaching and capacity building support is facilitated at school sites by the GATE Resource Teacher.

Additionally, all schools in the district may request up to three one-hour professional learning sessions at their school site. Typically, these are a part of a school site's Common Planning Time plan. A comprehensive menu is available outlining over 30 content options to be facilitated in a workshop model.

### **Pathways for Advanced Learning at the Secondary Level**

During their secondary education years, students are provided with an ever increasing range of both academic and enrichment opportunities. Middle Schools across the district offer GATE classes in language arts, mathematics, science and social students. These classes cluster both those students formally identified for gifted education services, and students from the general education population who are academically prepared to receive advanced academic content. As students need not be identified for GATE services in order to enroll in GATE/Honors courses starting in 7<sup>th</sup> grade, advanced learning services greatly expand across the district for middle grade students. All high schools provide a range of Advanced Placement (AP) courses which, based upon Preliminary Scholastic Aptitude Test (PSAT) results, students with AP Potential can be recruited to participate in. In addition to Advanced Placement courses, advanced and high-ability learners may opt to enroll in International Baccalaureate diploma programs, criteria programs (e.g. the Humanities and International Studies Program (HISP) or Program in America and California Exploration (PACE)), Dual or concurrent enrollment options through partnerships with CSUS or Sacramento City College, and/or enrollment in a small-high school Linked Learning Pathway.

Providing high school students with opportunities to accelerate and deepen their learning in subject areas of their interest has long been a goal of secondary education. As advanced and high ability learners seek to secure college admissions placements in an increasingly competitive market, it is vital that they be able to demonstrate their interest and capacity for advanced achievement at a college level. Advanced Placement courses, alongside dual or concurrent enrollment options provide this opportunity.

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Increasing not only the quantity of AP courses available, but also increasing the participant rate, particularly among racial and ethnic groups that are historically underrepresented in these courses is a goal of the district. A task force is currently being convened to review the need for, the implications of, and the long term supports necessary to expand access to and participation in AP, Dual and Concurrent Enrollment options for students in grades 10-12.

### VI. Results

#### Identification/Enrollment/Results data 2011-2015 AY

The percentage of students identified for GATE Services has maintained consistency with the recommended national percentages. Between 10-15% of students in SCUSD are identified for GATE Services. In both the 2012-13 and 2013-14 school years 14% of SCUSD students were identified to receive GATE services. In the 2014-15 academic year, this number slipped to 13%. That slippage can likely be attributed to shifting the achievement component of the multiple criteria used for identification. In the 2014-15 school year, students participated in SBAC testing and district trimester benchmark tests were not yet in place.

While the overall percentage of students identified for GATE services is in alignment with best practices, the work continues in ensuring that the within each subgroup of students across the district, the percentage of identified students is representative of the district norms. The discrepancy is particularly noticeable in the percentage of African American and Hispanic students identified for GATE services. In the 2014-15 school year, while 16.3% of the SCUSD students in grades 2-12 were African American only 6.6% of the GATE identified students were in that same demographic group. Less glaring, but also significant, in the same academic year, the district population of Hispanic students was 38.1% while the percentage of Hispanic students identified for gifted education services was only 23.6%. The revised GATE Identification practices put in place for the 2015-16 school year aim to reduce and hopefully over time eliminate these discrepancies. In future years, the GATE department will be able to report on GATE identification percentages that are increasingly reflective of the district's diverse demographics.

Rates of students participating in at least one AP class have remained at or near 29.5% since the 2012-13 academic year. When examined by subgroup, the participation rates continue to remain relatively stable, with a notable increase among African American students. In 2012-13 only 12.6% had ever enrolled in an AP course, yet during the 2014-15 school year that percentage rose to 14.1%. Overall, the percent of students passing AP exams with a score of 3 or better has improved since 2012-13 when only 54.6% of test takers received such a score. In the 2014-15 academic year, this increased to 57.6%. Moving forward it will be important to continue to monitor the percentages of students who not only enroll, but also the percentage of those who pass the AP exam with a score of 3 or better.

#### Professional Learning Engagement

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Since the 2013-14 academic year, teacher participation in both GATE Certificate courses and on-going professional learning opportunities has increased. Currently 42 teachers from non-GATE service elementary school sites are engaged in GATE Certificate coursework. There are 35 teachers from designated GATE service classrooms who are in the process of completing their GATE Certification. Between the school years 2013-2015, 22 teachers from a variety of elementary schools have completed their GATE certification. For the 2015-16 school year, it is anticipated that as many as 20 teachers may be able to complete all components required for certification by June 2016. At the 15 schools providing designated Gifted and Talented Education Services, 46% of the teachers in classrooms providing those GATE services are GATE certificated. This percentage is expected to increase to 79% by the end of this school year.

Plans are in place with the College Board to provide Advanced Placement One-Day Workshops on SCUSD High School campuses for the 2016-17 academic year. Opening our high school campuses up to the region for these College Board facilitated professional learning opportunities means that SCUSD teachers will be able to participate in valuable on-going professional learning and be able to do so at a significantly reduced cost.

### VII. Lessons Learned/Next Steps

In moving forward, supporting gifted and talented and high ability students in all grades the district will explore the following growth opportunities:

- Revise District Administrative Regulations for Gifted Student Programs upon approval of BP
- Support all district GATE and high ability learners through increased professional learning opportunities for teachers at non-GATE sites
- Expand professional learning opportunities for teachers of Advanced Placement courses.
- Expand access to and enrollment in AP courses at all SCUSD high schools
- Develop and support “wrap-around supports” for AP Potential identified and historically underserved students in AP Classes
- Enhance communication to provide research based, relevant, and timely information to the district community, including parents, teachers and principals.
- Developing “Talent Development” services for GATE and high ability students at new program sites as possible based on funding and site stakeholder interest
- Develop effective supports for GATE teachers in the Middle Grades and at K-8 sites

The district will continue the following:

- Continue to provide research based professional learning in gifted and talented educational pedagogy including but not limited to differentiation practices and strategies for effective acceleration practices, the unique social and emotional needs of gifted and talented learners, assessment and identification of students for gifted and talented services, and implementation of talent development and cluster model services.

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- Continue to build the capacity of site administration around gifted and talented educational pedagogy, so that they are equipped to advocate for and support students at their school sites
- Continue to provide appropriately rigorous instructional materials and resources
- Continue to monitor and refine identification of students for gifted and talented program services, especially for those students who are historically underserved.
- Continue to evaluate program successes through monitoring student achievement and enrollment in advanced classes, and program evaluation from parents, principals and teachers
- Maintain AP and GATE Committees for advisement and program monitoring

# Sacramento City USD

## Board Policy

### Gifted And Talented Student Program

BP 6172

#### Instruction

The Governing Board believes that all students deserve an education that matches their abilities. The district shall participate in the California Gifted and Talented Pupil Program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.

Gifted and talented programs may offer special day classes; part-time grouping; enrichment activities; cluster grouping; independent study; acceleration; postsecondary education opportunities; services for underachieving, linguistically or culturally divergent and/or economically disadvantaged eligible students; and special counseling or instruction not offered in the regular classroom.

The Superintendent or designee shall establish procedures which ensure parent/guardian participation in planning, evaluating and implementing the program. (Education Code 52208)

The Board shall conduct an annual assessment of the gifted and talented program. (Education Code 52208)

(cf. 1220 - Citizen Advisory Committees)

#### Legal Reference:

##### EDUCATION CODE

52200-52212 Gifted and Talented Pupil Program

76002 Community college courses

##### CODE OF REGULATIONS, TITLE 5

3820-3870 Gifted and Talented Pupil Program

#### Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

reviewed: April 15, 2002

# Sacramento City USD

## Board Policy

### Gifted And Talented Student Program

BP 6172

#### Instruction

##### Overview

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The Governing Board believes that all students deserve an education that ~~matches their abilities, challenges them to reach their full potential.~~ The district shall ~~participate in the California-Gifted and Talented Pupil Program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential.~~ provide gifted and talented students with opportunities for learning commensurate with their particular abilities and talents. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.

*(cf. 0200 – Goals for the School District)*  
*(cf. 6000 – Concepts and Roles)*

##### Identification

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The Superintendent or designee shall identify students for the district's gifted and talented education (GATE) program on the basis of any or all of the following: demonstrated or potential intellectual development, creative or productive thinking, consistently high achievement levels, or academic ability in a particular subject area(s). Identification practices shall ensure that multiple criteria are used which measure potential (ability/aptitude), performance (achievement) and qualitative data (descriptive).

The Superintendent or designee shall provide eligible students, including economically disadvantaged students, English learners, twice-exceptional students and those of varying cultural backgrounds with full opportunities to participate in the GATE Program. Targeted supports to help such students succeed in the program shall be provided.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*  
*(cf. 6174 – Education for English Language Learners)*

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~~Gifted and talented programs may offer special day classes; part time grouping; enrichment activities; cluster grouping; independent study; acceleration; postsecondary education opportunities; services for underachieving, linguistically or culturally divergent and/or economically disadvantaged eligible students; and special counseling or instruction not offered in the regular classroom.~~

##### Educational Opportunities

The district's GATE program shall be designed to provide articulated learning experiences across subjects and grade levels, and shall meet or exceed state academic content standards.

*(cf. 6011 – Academic Standards)*

Educational opportunities in the district's GATE program may include:

1. Cluster groupings, in which students are grouped within a regular classroom setting and receive appropriately, differentiated activities from the classroom teacher who is trained in gifted education.
2. Part-time, flexible groupings, in which students attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day.
3. Special Day Classes which are designed to meet specific academic needs of gifted and talented students and are appropriately differentiated from other classes in the same subjects at the school.
4. Acceleration, in which students are placed in grade levels or classes more advanced than those of their chronological age group (contingent upon tangible evidence).

*(cf. 5123 – Promotion/Acceleration/Retention)*

5. Opportunities to attend classes conducted by a post-secondary institution

*(cf. 6172.1 – Concurrent Enrollment in College Classes)*

6. Enrollment in Advanced Placement classes, International Baccalaureate program or honors classes

*(cf. 6141.5 – Advanced Placement)*

In addition, the district's program shall support the social and emotional development of GATE students in order to promote student engagement in school and success in life.

*(cf. 5113.1 – Chronic Absence and Truancy)*

*(cf. 5147 – Dropout Prevention)*

### **Professional Learning**

Ongoing professional learning, including GATE certification, shall be provided to support teachers in understanding the unique learning styles and diverse abilities of gifted and talented students, and in developing appropriate instructional strategies.

*(cf. 4131 – Staff Development)*

### **Program Evaluation**

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~~The Superintendent or designee shall establish procedures which ensure parent/guardian participation in planning, evaluating and implementing the program.—(Education Code 52208)~~

~~The Board shall conduct an annual assessment of the gifted and talented program.—(Education Code 52208)~~

~~As appropriate, the Superintendent or designee may involve certificated staff, students, parents/guardians and community members in the planning, implementing and evaluation of the GATE program~~

~~(cf. 1220 - Citizen Advisory Committees)  
(cf. 6020 – Parent Involvement)~~

~~The Superintendent or designee shall evaluate the effectiveness of the Gifted and Talented Education Program. He or she shall monitor and report to the Board regarding the program implementation and progress of students. Reports may include, but are not limited to, student achievement test results, school attendance, and feedback from program staff and participants.~~

~~(cf. 0500 – Accountability)  
(cf. 5121 – Grades/Evaluation of the Instructional Program  
(cf. 6190 – Evaluation of the Instructional Program)~~

Legal Reference:

EDUCATION CODE

~~48800-48802 Enrollment of gifted students in community college~~

~~52200-52212 – Gifted and Talented Pupil Program~~

~~52060-52077 Local control and accountability programs~~

~~76000-76002 Enrollment in community college~~

~~76002 Community college courses~~

CODE OF REGULATIONS, TITLE 5

~~3820-3870 – Gifted and Talented Pupil Program~~

Management Resources:

~~CSBA: <http://www.csba.org>~~

~~California Association for the Gifted: <http://www.cagifted.org>~~

~~Council for Exceptional Children, The Association for the Gifted (CEC-TAG): <http://www.cectag.org>~~

~~National Association for Gifted Children: <http://www.nagc.org>~~

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

~~adopted: November 16, 1998 – Sacramento, California~~

~~reviewed: April 15, 2002~~

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# Sacramento City USD

## Board Policy

### Gifted and Talented Student Program

BP 6172

#### Instruction

##### Overview

The Governing Board believes that all students deserve an education that challenges them to reach their full potential. The district shall provide gifted and talented students with opportunities for learning commensurate with their particular abilities and talents. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.

*(cf. .0200 – Goals for the School District)*

*(cf. 0460 – Local Control and Accountability Plan)*

*(cf. 6000 – Concepts and Roles)*

##### Identification

The Superintendent or designee shall identify students for the district's gifted and talented education (GATE) program on the basis of any of all of the following: demonstrated or potential intellectual development, creative or productive thinking, consistently high achievement levels, or academic ability in a particular subject area(s). Identification practices shall ensure that multiple criteria are used which measure potential (ability/aptitude), performance (achievement) and qualitative data (descriptive).

The Superintendent or designee shall provide eligible students, including economically disadvantaged students, English learners, Twice-Exceptional and students of varying cultural backgrounds, with full opportunities to participate in the GATE program and shall provide targeted supports to help such students to succeed in the program.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*

*(cf. 6164.2 – Guidance/Counseling Services)*

*(cf. 6174 – Education for English Language Learners)*

##### Educational Opportunities

The district's GATE program shall be designed to provide articulated learning experiences across subjects and grade levels and shall meet or exceed state academic content standards.

*(cf. 6011 – Academic Standards)*

*(cf. 6142.91 – Reading/Language Arts Instruction)*

*(cf. 6142.92 – Mathematics Instruction)*

*(cf. 6142.93 – Science Instruction)*

*(cf. 6142.94 – History-Social Science Instruction)*

*(cf. 6178 – Career Technical Education)*

Educational opportunities in the district's GATE Program may include:

1. Cluster groupings in which students are grouped within a regular classroom setting and receive appropriately differentiated learning activities from the classroom teacher who is trained in gifted education.
2. Part-time flexible, groupings, in which students attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day.
3. Special Day Classes which are taught by a classroom teacher who is training in gifted education and are designed to meet specific academic needs of gifted and talented students and are appropriately differentiated from other classes in the same subjects at the school.
4. Acceleration, in which students are placed in grade levels or classes more advanced than those of their chronological age group.

*(cf. 5123 – Promotion/Acceleration/Retention)*

5. Opportunities to attend classes conducted by a post-secondary institution

*(cf. 6172.1 – Concurrent Enrollment in College Classes)*

6. Enrollment in Advanced Placement classes, International Baccalaureate program or honors classes.

*(cf. 6141.5 – Advanced Placement)*

In addition, the district's program shall support the social and emotional development of GATE students in order to promote student engagement in school and success in life.

*(cf. 5113.1 – Chronic Absence and Truancy)*

*(cf. 5147 – Dropout Prevention)*

### **Professional Learning**

Ongoing professional learning, including GATE certification, shall be provided to support teachers in understanding the unique learning styles and diverse abilities of gifted and talented students and in developing appropriate instructional strategies.

*(cf. 4131 – Staff Development)*

### **Program Evaluation**

As appropriate, the Superintendent or designee may involve certificated staff, students,

parents/guardians and community members in the planning, implementing and evaluation of the GATE Program.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall evaluate the effectiveness of the Gifted and Talented Program. He or she shall monitor and report to the Board regarding the program implementation and progress of students. Reports may include, but are not limited to, student achievement test results, school attendance, and feedback from program staff and participants.

*(cf. 0500 – Accountability)*

*(cf. 5121 – Grades/Evaluation of Student Achievement)*

*(cf. 6190 – Evaluation of the Instructional Program)*

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