

2008-2009

**Gifted and Talented Education Program (GATE)
Application**



La Cañada Unified School District

2008-09

Gifted and Talented Education (GATE) Program Application

<p>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</p>	<p>LEA Name and Mailing Address: La Cañada Unified School District</p>
	<p>4490 Cornishon Avenue</p>
	<p>La Cañada _____ CA <u>91011</u></p>
	<p>County: <u>Los Angeles</u> County-District Code: <u>19 – 64659</u></p>

<p>Person Completing Application: Printed Name: <u>Judi Healey</u> Title: <u>GATE Coordinator</u> Phone: <u>818-952-8305</u> Ext.: _____ Fax: <u>818-952-8331</u> E-mail: <u>jhealey@lcsd.net</u></p>	<p>Local Governing Board Approval: The local governing board has determined the most appropriate educational program for participating students (California <i>Education Code [EC] Section 52206</i>).</p>
	<p>Date or anticipated date of local governing board approval of GATE application: _____</p>

<p>Superintendent's Signature and Certification: I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete. James Stratton Printed Name of Superintendent Phone: <u>818-952-8387</u> Ext.: _____ Fax: <u>818-952-8331</u> E-mail: <u>jstratton@lcsd.net</u> Signature of Superintendent _____ Date _____</p>	<p>Parent Participation: The district's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district GATE program (CCR, Title 5 Regulations, Section 3831[j]).</p>
	<p>Optional: Signature of parent member on District GATE Advisory Committee or School Site Council. _____ Date _____ Signature _____ Date _____</p>

<p>Check all that apply: <input type="checkbox"/> LEA application includes one or more charter schools <input type="checkbox"/> GATE included in School-Based Coordinated Programs <input type="checkbox"/> LEA participates in GATE Consortium: Lead _____ <input type="checkbox"/> Indirect costs do not exceed 3 percent. District Enrollment: <u>4,082</u> Number of GATE Students: <u>463</u> Grade Levels: K-12 ___ K-8 ___ K-6 ___ 9-12 ___ Other (Indicate) <u>4-12</u></p>	<p>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 _____</p>
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Proposed Budget Plan for 2008-09				
Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	21,879	22,226	Credentialed staffing for grades 4-6 weekly standards-aligned enrichment sessions. Topics to include personal finance, government, science, communities, castle towns, music history, etc.
2000	Classified Personnel Salaries	1,092	1,092	
3000	Employee Benefits	3,886	4,115	Benefits for personnel facilitating the weekly enrichment sessions.
4000	Book and Supplies (including computer software)	6,454	5,653	Student and teacher materials for curriculum compacting and differentiated units in grades 4-12. Student resource materials, instructional texts and robotics software for grades 7-8 electives, grades 9-12 honors and AP classes and grades 4-6 after-school enrichment program.
5000	Other Services and Other Operating Expenditures	8,643	8,227	Consultant fees for staff development in differentiation; consultant fees for artists-in-residence and for after-school enrichment in marine biology, wildlife biology, chess, sign language and robotics.
	Subtotal	41,393	41,313	
6000	Other Capital Outlay (including computer equipment)			
7000	Indirect Costs (maximum of 3 percent, <u>excludes</u> Capital Outlay)	1,259	1,240	
	TOTAL PROPOSED BUDGET	43,213	42,553	
	Amount of GATE Carryover funds and description of how carryover will be spent			

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
La Cañada High School (7-12)	\$8,000			
La Cañada Elementary	\$11,518			
Palm Crest Elementary	\$11,518			
Paradise Canyon Elementary	\$11,518			

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:				
Part-time Groupings:	X	X	X	X
Cluster Groupings:	X	X	X	X
OTHER PROGRAM SERVICES				
Acceleration:		X	X	X
Honors:				
Advanced Placement:				X
International Baccalaureate:				
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				
Other (i.e., Special Counseling, Instructional Activities, Seminars):				

STUDENT IDENTIFICATION CATEGORIES

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

Intellectual Ability <u> X </u>	High Achievement <u> X </u>	Specific Academic Ability _____	Leadership Ability _____
Creative Ability _____	Visual and Performing Arts _____	Other _____	

PROGRAM NARRATIVE

- I. La Canada Unified School District serves the incorporated city of La Canada Flintridge, a residential community of 21,600 people. The city is located near Pasadena, 13 miles north of the Los Angeles Civic Center. The district serves 4,082 students and consists of three elementary schools (K-6), an alternative SELPA school that serves the Glendale/Burbank/La Canada school districts, and La Canada High School, a grade 7-12 secondary school. Parents are well-educated; over 80% of adult residents have attended college. The district's students consistently score in the top 10% for California, and the district has an Academic Performance Index score that, at 915, is the third highest in the state. Ninety-eight percent of all students enroll in post-secondary schools.

The two largest groups in terms of ethnicity are white (59.64%) and Asian (25.38%), followed by Hispanic (3.14%), African-American (.27%), and Multiple or No Response (17.36%). Only 1% are socio-economically disadvantaged. English learners make up 2% of the student population and are dominantly Korean speakers. Students with Disabilities account for 7% of the population. The GATE population parallels these percentages.

As a Professional Learning Community, the district is strongly committed to the implementation of an Every Student Succeeds plan which coordinates various monitoring strategies and support programs to help all students achieve or exceed grade-level academic expectations. A second significant focus is Developmental Assets, which centers on the experiences, attitudes, and behaviors needed in the lives of young people to help them develop in positive and healthful ways.

The district's GATE program serves 463 students and contains all elements of the recommended standards, including identification and program options, a plan for involving parents, and district-wide commitment to and training in differentiation. All teachers K-12 have had and continue to receive extensive training in differentiated instruction. Programs for GATE students at the elementary level include part-time 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. Another service delivery option is an extensive after-school program in which GATE and other motivated elementary students participate in enrichment activities centering on service, citizenship, and extended learning in the sciences, math, writing, and foreign languages.

GATE middle school students benefit from the resources possible on a 7-12 campus. Gr. 7-8 students enjoy the more personalized emotional support possible with their School Within A School setting while having available to them the advanced resources and course choices of the high school. This includes foreign language classes in French, German, Spanish, and Korean, and science classes in partnership with the nearby Jet Propulsion Laboratory. The 7/8 Enrichment Program provides activities such as Aviation Club, Sign Language Club, Heifer International Service Club and California Junior Scholarship Federation (CJSF).

At the high school level, the concept of inclusivity continues, with opportunities for acceleration, post secondary education, independent study and enrichment. An open enrollment policy for honors and AP classes has proven successful. Of 1,552 students, sixty-seven percent are enrolled in at least one honors or AP class. Of 534 who took AP exams in 2007, 84% passed with a 3 or better.

A newly conceived program being readied for implementation for 7-12 students in 2008-2009 involves a 45-minute flex time at the start of each school day. FLEX-STEP will provide a more effective structure for managing the academic rigor of middle and high school, providing opportunities for intervention, service, acceleration, and extended learning. GATE students will be able to come together and pursue shared interests such as advanced writing workshops, independent study, leadership opportunities, and post secondary course options.

The district's GATE Advisory Committee meets eight times a year and includes community members, parents, counselors, site GATE coordinators, the principal of the middle school and the district's GATE Coordinator. One of their strongest contributions is in the area of communication. In addition to communicating with the various sites, they also monitor, the district GATE newsletter, and have input on the after-school and pull-out programs, the fall information meeting for GATE families, and the spring reception for those involved in any facet of the district GATE program.

Section 1: Program Design

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

The philosophy of the program is as follows: *To deploy well-qualified teaching resources to stimulate identified gifted students to explore and enlarge their intellectual, academic, and creative horizons; to stimulate curiosity and passion for learning at the highest levels, and to build on the fundamentals of citizenship, leadership, and community.* Program goals include:

- ✓ Identify and serve GATE students in grades 4-12; observe and meet the needs of potentially gifted students in grades K-3.
- ✓ Provide a district-wide differentiated curriculum so students may participate in clustering, acceleration, compacting and all other strategies to meet the needs of various multiple intelligences.
- ✓ Identify and support any underachieving GATE student.
- ✓ Using both a strong counseling structure and the district and community-wide Developmental Assets program, support GATE students in their development of healthy self-concepts, leadership, and citizenship.
- ✓ Provide continuing resources and professional development opportunities for staff. Include opportunities for curriculum enhancement through differentiation strategies, technology, and collaboration.
- ✓ Through the GATE District Advisory Committee, the GATEWAY newsletter, the GATE power point, the GATE website, the GATE orientation meeting and the GATE reception, encourage involvement from both parents and community.
- ✓ Utilize the talent, expertise, and experiences of the La Canada community to further stimulate curiosity and passion among GATE students.

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The GATE program offers instruction which focuses on integrating higher level thinking skills into the state and district content standards. GATE identification includes an intellectual component and a high achievement component, both of which exceed state content standards. b. The plan incorporates expert knowledge, with input from the GATE Advisory Committee, the district director of assessments and research, and the director of technology. The plan is approved by the local Board of Education. c. The plan aligns with the available intellectual and creative resources of the schools, staff, parents, and community. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district plan is disseminated and easily accessible to parents on the GATE page of the district website, and in GATE parent meetings. b. Participation in the program is not limited by other problems of logistics. GATE services and opportunities are provided to students at all sites. c. The district GATE Advisory Committee meets eight times a year. The diverse group includes professionals in the community who offer their services for after-school and pull-out programs, counselors, parents, and administrators. The committee is truly hands on and active. Members discuss possible improvements to the plan and programs, review surveys, plan informational events, 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The district identification process includes an intellectual component (OLSAT) and a High Achieving Component, the latter of which includes a district writing sample. The pull-out program includes a spring Artists-in-Residence segment using professionals in the fields of graphic art, songwriting, and writing. The after-school program includes choices in the arts including a writing course by two <u>Los Angeles Times</u> columnists and classes in drama and Korean art. Within the classroom, GATE students in grades 4-6 participate in regularly scheduled music, art, and drama programs. Art, choir, instrumental music, and drama are offered before and during the school day Gr. 7-12.

<p>d. The GATE Advisory Committee, representing educators, community members, and parents, is formed and actively supports the needs of the program. The committee, which includes at least one parent from each site, acts as liaisons to respective School Site Councils.</p>	<p>and volunteer in a variety of ways.</p>	
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1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

Minimum Standards: One year approval	Commendable Standards: Two year approval	Exemplary Standards: Three year approval
<p>a-e The first component for all students K-12 is the cluster grouping, part-time grouping, flexible grouping and differentiation that are integral to the day of the GATE student. All students receive differentiated instruction in their general classroom from teachers continually trained in differentiation.</p> <p>At the elementary level, GATE students in Grades 4-6 receive 45 minutes of extended instruction held each week during nonacademic segments of the school day. Instruction provides for intellectual peer interaction and adds depth and complexity to the standards-based curriculum. For example, a criminal justice unit ties in with world history, and a unit on things that fly connects with physical science. The Artists-in-Residence program in the spring enhances interests in visual and performing arts.</p> <p>A four-month After-School GATE program is held at rotating elementary sites each year. All fourth grade GATE students and all students in Grades 5-6 with an expressed interest in a class are eligible to participate. Among the 13 courses are those designed to develop problem-solving abilities (<i>Is Democracy Fair?</i>), constructive ethical standards (<i>How the Constitution and Bill of Rights Protect You</i>), an awareness of choices for satisfying contributions to the environment (<i>Marine Biology; Wildlife Biology</i>), and</p>	<p>a. Appropriate administrative grouping options and structure continue at the secondary level and are not limited to a single type at any grade level.</p> <p>With differentiation as the cornerstone and “academic excellence and personal growth” as a part of the district’s mission statement, the GATE program becomes more inclusive at the middle school level. All 8th grade students are enrolled in Algebra 1-8 or Algebra 1A. Spanish, Korean, French, and German are offered in 8th grade and throughout high school. <u>Math Counts</u>, a national middle school competition, is in place. The Heifer International Service program engages GATE and nearly 70 other students in global citizenship.</p> <p>At the middle school, GATE students benefit from the fact that they are on the same campus as high school students and are thus able to participate in learning environments commensurate with their potentials. Where appropriate in specific subject areas, middle school GATE students may access secondary level courses. Some language arts teachers buddy middle school students with AP students. The Instructional Resource Center (IRC) is available for both middle and high school students and serves as a valuable support for such assignments as the eighth</p>	<p>a. The program structure and delivery of services provide a balance between cognitive and affective learning. As part of the Developmental Assets focus, LCUSD teachers receive training on the social/emotional needs of GATE, potentially GATE, and other students.</p> <p>b. Counselors are in place at all three elementary sites and provide students with opportunities to develop skills in the social and emotional areas through small group interaction.</p> <p>c. At the middle and high school levels, eight counselors, including a career counselor and a college counselor, provide a balance between cognitive and affective learning.</p>

<p>sensitivity toward others (<i>Knitting for a Cause</i>).</p>	<p>grade Civil War research paper.</p> <p>At the high school level, then, the concept of inclusivity continues. Students at all levels are instructed by teachers trained over time in differentiation. In addition, as stated above, Korean is a unique option in foreign languages. Teachers in the science department collaborate with scientists from the nearby Jet Propulsion Laboratory.</p> <p>Four years ago, LCHS adopted an open enrollment policy with regard to students gaining access to honors and Advanced Placement courses. As a result of this policy, which includes increased professional development support for AP and honors teachers, enrollment has significantly increased. Of 1,552 students, 67% are enrolled in honors or AP courses. Sixteen courses, including the newest in environmental science, are offered. LCHS has partnerships with area community colleges to offer college credit classes of interest. These courses provide transferable college units and core and elective credits toward graduation.</p>	
<p>1:3 The program is articulated with the general education programs.</p>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The LCUSD GATE program is designed to accommodate GATE students' needs within the regular classroom at each grade level through differentiation of instruction including elements such as depth and complexity or acceleration of the core curriculum. b. The district GATE coordinator, who is also the district coordinator for staff development, reports directly to the district superintendent and also works closely with the director of assessments and research. c. The district coordinator conducts GATE Advisory Meetings, the new GATE Parent 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Articulated learning experiences across subjects and grade levels are readily maintained. Because the district GATE coordinator is also the district coordinator for professional development, there is a natural weaving wherein staff is offered articulation experiences related to differentiated instruction at every grade level. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. LCUSD has a counselor at each elementary site who also serves as that site's GATE site coordinator. These professionals are part of the GATE Advisory Committee and are responsible for the site administrations of GATE site testings, site pull-outs, after-school GATE, and all small-group counseling. Additionally, the middle school principal is a part of the GATE Advisory team, and the GATE district coordinator is both the district coordinator for staff development and a current sixth grade teacher with GATE students. As such, this team is able to tend to a comprehensive, structured, and sequenced program across

<p>Orientation and a GATE reception. The coordinator also works closely with, and supports, the parents and community members who instruct in the After-School GATE program.</p>		<p>grade levels.</p> <p>b. Currently under final review for the 2008-2009 school year is the initiation of a schedule which will allow all students both cognitive and affective opportunities. During a 45-minute daily FLEX-STEP time, students grades 7-12 will have individualized schedules designed for those with inquiring minds as well as those with intervention needs. Independent study, virtual classes, and sections in areas such as wildlife ecological biological diversity, leadership, stewardship, and AP writing are in process.</p>
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Section 2: Identification

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

<p>2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.</p>		
<p>Minimum Standards: One year approval</p> <p>a. All students are eligible for the nomination process regardless of socioeconomic, linguistic, cultural background, and/or disabilities. In spring of third grade, all students are invited to participate, with parent permission, in the Otis-Lennon Abilities Test (OLSAT). Thereafter, students new to the district may be given the OLSAT, as may any district students two years after their previous OLSAT testing. Transfer students who present scores in the 98th percentile or above on a nationally normed test of cognitive intelligence ability need not take the OLSAT to qualify for placement. District GATE students include previous and current ELD students and those with IEPs.</p> <p>b. Two forms of identification are used. The first is the Otis-Lennon Abilities Test (OLSAT), which measures intellectual ability. A PR-S score of 98% or above for total verbal and math is required for placement. Students may also qualify for GATE placement based on high achievement. Each</p>	<p>Commendable Standards: Two year approval</p> <p>a. Training in the identification process and the testing itself is provided by the district GATE coordinator each fall. The district GATE coordinator also communicates with classroom teachers throughout the year regarding qualities of GATE students and strategies of response.</p> <p>b. The district maintains data on qualifying and non-qualifying students. This is provided by individual sites and is centralized into the district's master ARIES system. The district GATE coordinator and the district director of research and assessments utilize this data not only as a way to ascertain accuracy but also as a way to identify patterns, such as mobility, of GATE students, and also identify any newly at-risk GATE students.</p>	<p>Exemplary Standards: Three year approval</p>

<p>September, a matrix of various measurements is assembled to assess the student's level of achievement. To qualify in this way, the student must demonstrate the following:</p> <ul style="list-style-type: none"> -- 450 or above on each of the major California Standards Test (CST) subtests (ELA and math) --a rubric score of 5 or 6 (above grade level proficiency) on the district writing prompt --95% or above accuracy on the district's cumulative math assessment <p>c-d,Site administrators inform teachers of the process, and teachers, all of whom are trained in differentiation and are cognizant of the characteristics of gifted and at-risk students.</p> <p>e. Each year the district GATE coordinator and the site GATE coordinators review STAR testing and district mastery results to identify qualified students. This information is available on the District/GATE website and through the PTA newsletters.</p>		
<p>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</p>		
<p>Minimum Standards: One year approval</p> <p>a-b.A Student Study Team, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. In addition to the standardized test scores and district assessment data referenced above, information such as the following may be considered:</p> <ul style="list-style-type: none"> • Classroom observation • Student interview • Parent input • Work portfolio 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The identification tools used are reflective of the district's population, which is 59.4% white and 25.38 % Asian. ELD students, which make up 2% of the student population, and Students with Disabilities, which account for 7%, are also included in the GATE population. b. The district makes timely changes in identification tools and procedures based on the most current research. Information and participation in local and state organizations such as Professional Advocates for Gifted Education (PAGE) and California Association for the Gifted (CAG) helps the district stay current on 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The district GATE Coordinator and the site coordinators meet at regular intervals to determine eligibility of individual candidates. b. As earlier stated, diversity of the district's student population is increasingly reflected in the district GATE population.

<ul style="list-style-type: none"> • Grades • Report card comments • Cumulative record comments • Input from student's former teachers • Special interests, skills, and abilities such as leadership, creativity and critical thinking • Factors affecting student achievement, such as LEP, RFEP designation <p>c. Letters sent through the U.S. mail notify parents of a student's eligibility for program placement and the opportunity for future evaluation. Current teachers, who may have participated in Student Study Teams and/or case management as part of the eligibility process, are aware of the GATE students in their current classes.</p> <p>d. Transfer students are considered for identification and placement in a timely manner.</p>	<p>legislation, research and methods.</p>	
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<p>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</p>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. GATE students and parents are provided with considerable information and orientation regarding student placement and participation. Signed parent permissions for testing and participation are on file and updated on a yearly basis. Each fall the GATE district coordinator and members of the GATE Advisory Committee present an Orientation Evening at the District Office for families of newly qualified GATE students. b. Upon parent request the district provides identification information the parent may take to a new school or district. c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. At all sites K-12, a student success plan is in effect. This includes a Pyramid of Interventions that systematically provide support in three critical areas: First are supports for all students; second are supports for groups of students, including GATE, and finally, supports that are targets designed for the specific needs of individual students. Occasionally, student study team meetings are held on special issues. These include parents and may result in an individualized program for compacting or an individualized program which results in a student doing class work, such as mathematics, at an advanced level. <p>The district GATE coordinator identifies any GATE student who is at the Basic or Below Basic levels and works with the site counselors and teachers on intervention support.</p>	<p>Exemplary Standards: Three year approval</p> <p>No standards for this section.</p>

Section 3: Curriculum and Instruction

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

<p>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. A long-term commitment to differentiated instruction has resulted in continuous training and implementation of differentiation in all classrooms K-12. b-c. The core curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. Each year, at the site and district levels and in smaller groups based on subjects or grades taught, staff members are involved in the identification of instructional strategies that can increase opportunities that will encourage students to gain higher levels of learning. d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Curriculum compacting and enrichment activities, where the teacher pre-assesses students' prior knowledge and provides meaningful activities targeted to developmental or achievement levels, allows advanced learners to achieve while still remaining a part of the total class. Compacting occurs even between elementary and middle school; a qualifying sixth grader may accelerate and take seventh grade pre-algebra provided the parent is willing to provide transportation. b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. Working together as departments or in grade level teams, the K-12 staff has created scope and sequence timelines which plot direction for key power standards and articulate the significant learning in content, skills, and products within and among grade levels K-12. As part of efforts to continually monitor and support students in their mastery of state curriculum standards, elementary grade levels and 7-12 departments meet on a quarterly basis to review test results and coordinate strategies for student support.
<p>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</p>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day. b. The differentiated curriculum is taught with appropriate instructional models. c. Technology in the classroom also adds depth and complexity. Each site now has a TechLite, a classroom teacher who has 	<p>Commendable Standards: Two year approval</p> <p>a-c. The structured differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.</p> <p>The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student</p>	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is designed both for groups of gifted learners within a grade level or class and for individual gifted learners. b. The newly-conceived FLEX-STEP time for students in grades 7-12 provides a unique opportunity for differentiation. By reconfiguring the master schedule to carve

<p>received additional technology training and is a mentor on site. Key additions to classroom technology include the use of United Streaming and Mimio, a living whiteboard that keenly engages students.</p>	<p>directed learning, and opportunities for independent study.</p> <p>Resource libraries on differentiation and book binders of local, differentiated lessons proven successful in LCUSD classrooms throughout the district provide a ready tool for all teachers K-12. Teachers at each grade level share proven lessons in binders and also at site meetings. There are samples of cubing, jigsaws, and tick-tack-toes for everything from cell biology to colonists.</p> <p>In the teacher workroom at all elementary sites, more than 300 differentiated lesson plans exist as a ready resource. These are selected from Dr. Roger T. Taylor and Dr. Beverly M. Taylor's Curriculum Design On-Line and provided by the California Optimal Match Initiative of Johns Hopkins University. Each unit develops thinking skills. For example, a classroom teacher might pull up a unit on Greek myths that will help GATE students analyze and synthesize information, participate in activities that promote divergent thinking, employ research skills, form creative associations of ideas across discipline lines, work individually and in small and large groups, and create various products that lead to a better understanding of myths and legends.</p>	<p>out a daily 45-minute block, GATE and general ed students will have new opportunities for highly differentiated learning. Depending on the strengths, interests, and needs of a student, he or she may have a weekly schedule that includes three for example participation in a discussion group several days of the week and drill instruction for a foreign language the remaining days or virtual classes for acceleration/enrichment.</p>
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Section 4: Social and Emotional Development

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

4:1 Actions to meet the affective needs of gifted students are ongoing.		
Minimum Standards: One year approval	Commendable Standards: Two year approval	Exemplary Standards: Three year approval
<p>a. LCUSD teachers, parents, and counselors, and all parents of GATE students are provided with ongoing information and training regarding the characteristics of gifted learners and their related social and emotional development. This includes professional articles as well as features in current consumer periodicals. Parents are also given information about additional resources available for their GATE student, such as camps and expanded opportunities offered by various universities. News of these opportunities is available through GATEWAY, the GATE newsletter.</p> <p>b. Our educational foundation has made it possible to fund additional counseling staff. The five-member counseling staff has been re-organized with two Grade 9-10 counselors and two for Grade 11-12, plus one full-time college counselor. In 7-8, there is one counselor for each grade level. These counselors are in place to meet the affective as well as cognitive needs of all students, supporting GATE students with respect to Advanced Placement classes. Individualized attention is paid so that the balance of classes remains appropriate for student success.</p> <p>For the GATE student, the full-time college counselor provides more personalized support for post-secondary direction and an awareness of opportunities of career and college options and guidance consistent with their unique strengths. Several elementary sites offer sixth grade career days in the</p>	<p>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms. The district has made a serious commitment to Developmental Assets, which includes 40 assets which are either external or internal and are further divided into eight sub categories: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. The entire La Canada community has made a commitment to Developmental Assets. Workshops have been held for staff and also for parents/community members. Principals work with the PTA to consistently make families aware of key assets. Each month one Developmental Asset is highlighted and publicized; teachers insure that students have related their experiences; parents are informed and encouraged to participate; principals applaud designated students who exemplify the characteristic.</p> <p>c. At each elementary site counselors also serve as the on-site coordinators of the GATE program. As such, these counselors are attuned to the needs of GATE students, and, as members of the GATE Advisory Committee, they are aware of the needs and concerns of the parents of GATE students. All counselors conduct regular workshops related to pragmatic concerns and social issues.</p> <p>With regard to transitions, sixth grade students receive visits in their classroom from</p>	<p>a-b. All GATE students who are underachieving are identified by the District GATE coordinator and the director of assessments and research. Teachers and guidance counselors are trained to collaborate in implementing intervention strategies for these at-risk students. All of our schools K-12 have implemented individualized Every Student Succeeds plans, which focus on the specific needs of each student. A guided study program in grades K-8, and pragmatic and similar workshops led by counselors K-12, and contracts in grades 7-12 provide a net of support. At the 7-12 level, staff has developed learning contracts and restructured 9th grade individual student/parent counseling meetings. In addition, counselors and administrators are presenting Developmental Asset lessons in homerooms. As such, they are alerted early to any affective needs of GATE students.</p>

<p>spring with guest speakers.</p>	<p>a 7-8 counselor who guides them on registration procedures and also eases anxieties. This counselor sits in on transition meetings and thus is able to support early a GATE student with social needs.</p>	
<p>4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).</p>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Teachers are trained to recognize symptoms of at-risk behavior in GATE students and to refer them to appropriate school personnel. b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed. c. GATE students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems. d. Information and support are made available to parents regarding at-risk GATE students. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. An existing plan is in place allowing teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. At-risk GATE students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.

Section 5: Professional Development

Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (EC 52212[a][1])

<p>5:1 The district provides professional development opportunities related to gifted learners on a regular basis.</p>		
<p>Minimum Standards: One year approval</p> <p>a. Continued professional development in differentiated instruction and other opportunities is fostered in several significant ways. The Single School Plan for all sites K-12 has identified differentiated instruction as one of three or four key focuses for School Site Council funding. This makes it possible for staff to attend workshops for GATE students and for staff to gather in small groups and articulate on topics such as compacting.</p> <p>b. The district currently emphasizes four curricular areas: Brain based research, multiple intelligences, content literacy, and differentiated instruction. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.</p> <p>c. Individuals selected to conduct in-service for teachers of GATE learners have knowledge and expertise in the area of gifted education.</p>	<p>Commendable Standards: Two year approval</p> <p>a-b. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.</p> <p>The August professional development day consistently includes workshops on brain research, multiple intelligences, and strategies to identify and respond to the differing learning patterns of students. The November professional day narrows in by site and subject, analyzing, adjusting, and assessing ways to help every student succeed.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. A district professional development plan to accommodate different levels of teacher competency is in place.</p> <p>Teachers have the option of building an additional six and one-quarter hours of Buy Back in one of three ways: they may attend specific workshops held within the district; they may, after district approval, attend independent workshops appropriate to their professional development needs; or they may, again with district approval, work with other teachers on a creative choice. In this way a seasoned teacher may gain skills to differentiate in the classroom by better utilizing technology, while a newer teacher may work with a team to integrate more critical thinking opportunities into an existing curriculum.</p>
<p>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p>		
<p>Minimum Standards: One year approval</p> <p>a. Every teacher in the district and the GATE district coordinator, all of whom are certificated, has had education and/or experience teaching gifted students. This is because all students are heterogeneously grouped, and because every teacher in the district has been a part of more than one district-wide professional developmental opportunity at joint sites or developmental</p>	<p>Commendable Standards: Two year approval</p> <p>a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct in-services.</p> <p>b. In addition to the qualifications noted earlier, the district coordinator has a master's degree in educational administration and thus has completed additional course work.</p> <p>c-d. Initial and follow-up support has at its base the</p>	<p>Exemplary Standards: Three year approval</p> <p>a-b. Because all teachers have qualified for No Child Left Behind (NCLB) status, all teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs to work with gifted students. In addition, the district coordinator has demonstrated experience and knowledge in the field through the successful completion of programs offered by Johns Hopkins, Mel Levine's Schools Attuned, and through</p>

<p>workshops.</p> <p>b. The district coordinator has deep experience. She was the district's first learning resource person for differentiation, conducting workshops and helping staff integrate more differentiation into their classrooms. She later served as an elementary site coordinator for the GATE program before becoming district coordinator, and she continually stays current by participation in GATE workshops and in PAGE. (Professional Advocates for Gifted Education.)</p> <p>c-d. By working hand-in-hand as partners in professional development workshops, administrators, counselors, and support staff collaborate to support the GATE student.</p>	<p>Best Practices philosophies of Richard Dufour: What is it we want all students to learn? How will we know when each student has acquired the essential knowledge and skills? What happens when a student does not learn? Mandatory professional days and the additional 6.25 hours of professional development option are built on this base.</p>	<p>various courses involving the GATE student.</p> <p>c. Follow-up classroom support for application of activities and strategies presented during in-service or professional development are continually planned. At staff meetings, the GATE coordinator and staff may share strategies for differentiation.</p>
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Section 6: Parent and Community Involvement

How does your LEA provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of your program for gifted students? [EC 52205(f)]. *In responding to this question, please address the standards itemized in Section 6 of Recommended Standards for Programs for Gifted and Talented Students, indicating the form they take in your LEA.*

<p>6:1 Open communication with parents and the community is maintained.</p>		
<p>Minimum Standards: One year</p> <p>a-c. Parents are deeply involved in the development of the application and/or school site plans related to GATE programs. At the most general level, this means parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities. Letters are sent through U.S. mail regarding criteria and procedures.</p> <p>The district's state application is available on www.lcusd.net.</p>	<p>Commendable: Two year</p> <p>1a. Parents of students identified as gifted and talented are given an orientation at the district office each October. The orientation includes a Power Point presentation and speakers, including the GATE pull-out instructor, one or more after-school instructors, members of the Advisory Committee, and site and district coordinators.</p> <p>Throughout the year, The GATEWAY newsletter gives updates on the ongoing programs and is posted on the website. During pull-out sessions GATE students are given regular hand-outs for parents.</p> <p>2b. Displays at the district office and at the spring GATE reception highlight the products and achievements of gifted students.</p>	<p>Exemplary: Three year</p> <p>a-c. Parents are deeply involved in the development of the application. Several GATE Advisory Committee meetings are focused on the development of the application, and new drafts are emailed throughout the process.</p>
<p>6:2 An active GATE advisory committee with parent involvement is supported by the district.</p>		
<p>Minimum Standards: One year</p> <p>a. A strength of the LCUSD GATE program is the GATE Advisory Committee. The committee includes counselors and GATE site coordinators from each elementary site, the principal of the middle school, parents from all sites, and community members. Their individual educational professional backgrounds and their commitment to the district program greatly strengthen the GATE program overall. There is high attendance at the eight meetings held throughout the year.</p> <p>b. The district GATE coordinator collaborates with</p>	<p>Commendable: Two year</p> <p>1a. A parent member of the GATE Advisory Committee cosigns the district's state application.</p> <p>2b-5e. Unique in their commitment to the needs of GATE students, GATE Advisory Committee has been responsible not only for the current goals but also for the mission statement and the essential skills for assessment.</p> <p>Attuned to the relevance of assessment, they have also structured surveys for GATE students, instructors, and parents. The GATE Advisory Committee has also been central in</p>	<p>Exemplary: Three year</p> <p>a.</p>

<p>the GATE advisory committee to provide parent education opportunities related to gifted education.</p> <p>c. Efforts are made to ensure that representation of GATE parents on the GATE Advisory Committee reflect the demographics of the student population.</p>	<p>identifying talent within the community and drawing them into the GATE teaching experience which meets on a regular basis.</p> <p>The district GATE Advisory members and/or School Site Councils are regularly informed of current research and literature in gifted education.</p> <p>The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education</p>	
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Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (EC 52212[a][1])

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose. c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. b. The program contains a clear description of performance expectations at each grade level. c. Criteria for levels of performance or rubrics are used as part of the assessment process. d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection. e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program. f. Districts provide resources for program assessment. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level. b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.

Section 8: Budget

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

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification. b. Expenditures of state GATE funds supplement district funds spent on gifted learners. c. There is a budget allocation for district GATE coordination by a single individual on a part time basis. d. Carry-over monies are minimal and maintained within the district GATE accounts. e. Indirect costs do not exceed state limitations. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> 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.