

LINCOLN UNIFIED SCHOOL DISTRICT
GIFTED AND TALENTED EDUCATION APPLICATION
2004 - 2009

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 52205d and 52206a](#))

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.

- It is the goal of Lincoln Unified School District's Gifted and Talented Education Program, in partnership with our parents and community, to provide a quality educational program for all gifted and talented students in order to develop knowledge, skills, abilities, and values needed to reach their full potential.
- It is Lincoln's philosophy that participation in differentiated instruction enables the students to become analytical thinkers, creative producers, and effective problem solvers.
- Participation in the program is not limited by problems of logistics. All sites offer mainstream differentiated classrooms for GATE students. The high school offers honors level and advanced placement courses.
- Since GATE students are often capable of work beyond their grade level, Individual Learning Plans (ILP) are created which include California State Grade Level Standards modified for depth and complexity and, when necessary, have been compacted and/or accelerated. (see section 3 for specific modifications) Students' needs are met in the mainstream classroom using differentiated instructional practices based on the work of Sandra Kaplan, Susan Weinbrenner, Carol Ann Tomlinson and Joseph Renzuli.
- The LUSD Board of Education and the District GATE Advisory Committee reviews and approves both the district and site plans for GATE education.
- The GATE plan is easily accessed by parents and the community by
 - attending the site GATE meetings,
 - requesting a copy from the site chairperson or principal, or District GATE Coordinator,
 - logging on the LUSD GATE website.

- The plan includes identification and program options in the categories of creative abilities, leadership, performing and visual arts, intellectual, specific academic areas as well as high achievement.
- The incorporation of current research into the district plan ensures that the staff will use best practices for gifted students. The plan is written with input from parents, teachers, administrators, and consulting “experts”. The District GATE Advisory Committee approves the plan and sends it to the LUSD Board for final approval.
- The District GATE Coordinator reports to the Board annually after conducting an evaluation of the GATE program via surveys and analysis of student achievement.
- A GATE library at the District Office provides current research resources for all educators and parents, including *Gifted Child Today*, California Association for the Gifted (CAG) publications and publications written by current GATE experts.
- The District GATE Advisory Committee is made up of parent and staff representatives from each site. The GAC meets at least 4 times a year to review and give feedback on the plan and its implementation.

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

- GATE instruction occurs in mainstream classroom which provided differentiated instruction for the advanced learner. Cluster grouping, and part-time grouping provide the structure for the differentiated delivery model. Several schools use flexible grouping and rotations based on interest, ability and needs. One project-based school with an emphasis on visual and performing arts is available for open enrollment to all students K-8.
- Students in the primary grades that are considered to be “potentially gifted” are offered differentiated opportunities within the regular mainstream classroom. Flexible grouping and clustering are two ways the needs of the students are addressed. High school students may enroll in honor or advanced placement classes.
- In addition to differentiated curriculum independent studies, students have access to counselors and may participate character education and leadership opportunities.

1.3 The program is articulated with the general education programs.

- The Director of Curriculum and Instruction is assigned the duty of District GATE Coordinator. This provides continuity between the GATE programs and those of regular and special education.
- The GATE Coordinator oversees professional development, parent education, differentiation of curriculum and instruction and teacher certification.

- The GATE Coordinator oversees the administration of an end of year program evaluation (English, Spanish, Khmer) asking for feedback on the GATE program and any comments or suggestions for change.
- The GATE program coordinates with the general ed., special ed., and EL services by making all GATE training available to all LUSD teachers, administrators, and counselors. Announcements are placed in the LUSD monthly professional development bulletin. The GATE coordinator provides staff development for new teachers through the BTSA. Because the GATE program is a model of differentiation in the mainstream continuity with the general education program is ensured.
- In the fall of 2004 the school counselors will be trained in leading groups to support the social and emotional needs of GATE students and their families.

SECTION 2: IDENTIFICATION *The district's identification procedures are equitable, comprehensive, and ongoing. They reflect the district's definition of giftedness and its relationship to current state criteria (EC 52202:Title 5 Regulation, Section 3822)*

2.1 The nomination/referral process for the Lincoln Unified GATE program is ongoing and includes students in grades K-12.

- All Lincoln students K-12 are eligible for the nomination process, regardless of socioeconomic, linguistic or cultural background, and/or disabilities as reflected by the movement toward equal representation from all subgroups of students.
- Lincoln Unified utilizes both traditional and nontraditional instruments and procedures to search for gifted students to ensure equal access to GATE services (see 2.2). The tools used in identification are varied to meet the needs of the district's population. An annual evaluation of the effectiveness of the identification tools is conducted and will be adjusted as needed to keep abreast of current research.
- GATE referrals are sought from classroom teachers, support staff, and parents in an ongoing manner and, in addition, are formally collected at the end of each school year. District referral forms outline characteristics of typical as well as atypical giftedness. Multiple measures are considered when nominating a student for the various categories of giftedness. Annually each administrator conducts a staff meeting for the purpose of formally nominating students for GATE consideration. The Alternative Identification Project (AIP) developed by the Montebello School District (see Appendix) is used by classroom teachers to ensure those students who are often underrepresented in GATE are nominated. The survey is filled out under the guidance of the site GATE chairperson or administrator. Teachers are asked to match students with the characteristics listed on the AIP form and then patterns are matched to the various categories of giftedness as appropriate.
- However, nomination forms are available to all stakeholders throughout the school year from the GATE coordinator and are posted on the GATE website. The site GATE Identification Committee on a quarterly basis reviews nominations with a formal nomination and identification period during January and February.
- Students may be nominated and evaluated for participation no more than once each school year.

- Yearly, district site administrators, teachers and support staff receive training about the nomination process, including the characteristics of gifted learners and identification categories at least once each school year prior to the formal nomination period. Additional training will be held as needed for new teachers who may have missed the fall training. All nomination forms, timelines, and descriptions of characteristics of different categories of giftedness (both typical and atypical) will be addressed at this training. The District GATE Coordinator will formally train the site chairpersons to conduct this staff development piece at their site under the direction of the site administrator.
- Each site's GATE Chairperson maintains data on nominees for GATE in confidential folders. Previous nomination records must be reviewed when a student is renominated to ensure that alternate forms for identification may be used if warranted. *GATE* nomination folders are included in the cum folder when a student leaves the school.

2.2 An assessment/identification process is in place to ensure that all potentially gifted students within Lincoln Unified are appropriately assessed for identification as gifted students.

- The GATE Identification Committee:
 - includes the site GATE chairperson, administrator and certificated personnel at each site
 - makes the final determination on a student's eligibility for the program
 - must include personnel trained in gifted education
 - meets a minimum of one meeting per quarter to determine eligibility of individual candidates
- Evidence from multiple sources is used to determine program eligibility (see Multiple Criteria Scale for Identification in appendix) and a data record is maintained for each nominee in a confidential folder.
- Parents and teachers are notified of a student's identification as GATE and are informed in writing about the appeal process if the student does not qualify. Translated versions of the letter are available for second language parents and a personal call may be made as needed in the native language. Appeal forms are available at each site and are sent to the District GATE Appeal Committee, which is made up of the Director of Curriculum & Instructions and the site GATE chairperson and administrator.
- Transfer students with GATE identification from another school district are evaluated for program eligibility within 30 days of receipt of their records. Test scores and other evaluations from those outside sources will be considered when making the determination of eligibility.
- Lincoln Unified utilizes a variety of identification tools in order to best identify students from our diverse population. The following identification tools are analyzed by the *Gate* Identification Committee at each school site to determine program eligibility. Identification tools are reviewed annually in light of new research and changing assessments by the State and District. Results of these tools are tabulated on a multiple criteria identification form) which assigns weighted values to each measure (see appendix for weighting). Students must score a minimum of 10 points to be formally identified in a given GATE category. The following measures are considered in the scoring:

- Standardized test scores
 - Lincoln district assessments correlated with state/district content standards
 - Hawthorne Gifted Evaluation Scale
 - Intellectual assessment such as SOI (Structure of the Intellect) for typical and atypical giftedness
 - GATE characteristic rubrics.
 - Inventories of GATE characteristics completed by teachers and students
 - School performance history
 - Parent interviews
 - Student work samples/portfolios
 - Assessments/evaluations from licensed agencies/school districts
- Improving the identification process as well as teacher awareness of GATE characteristics will help the district increasingly get a better match between students identified and the diversity of the district. The District GATE Coordinator will be responsible for monitoring the correlation between the identified GATE population and the diversity of Lincoln Unified School District. If the data does not reflect the pattern of the district, the GATE Coordinator will reevaluate the nominations and identification tools for that population of students and select tools that may better serve the purpose. The data will be kept and monitored by site as well as by total district. Progress will be reported to the Board as part of the annual reports on GATE.
 - Evaluation of the 2003-04 demographic data indicates that Hispanic and African American students are under represented in the GATE population. During the 2004 –05 year, the district will research this area and adopt better measures to identify these populations. Inservice will be provided to increase the awareness of this problem and what needs to be done for its resolution.

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.

- *Each year* students and parents are provided information and orientation regarding placement and participation options in regards to GATE. A letter is sent each year to the parents of GATE students informing them that there will be a meeting to hear about program options and to sign consent forms. Parent consent forms are placed in the student's confidential folder. Parents, support staff, and teachers participate in a fall conference where an ILP (Individual Learning Plan) is created for the student based on data from the previous year. The ILP will include goals and action plans to accomplish the student's goals, and will be reviewed midyear and modified as needed.
- GATE parent surveys for the 2003-04 year indicate that the communication of the above process is not uniformly successful. The District GATE Advisory Committee will make recommendations to the sites to improve this communication.
- A copy of the GATE identification letter is placed in the student's confidential folder. Copies of the placement letter can be requested when a student moves from the district by the parent and/or by the new school.
- Participation in the program is based on identification criteria used by the GATE Advisory Committee and not on the opinion of any one individual.

- Once identified, the student remains identified as gifted, though services to individual students may vary each year as reflected in the ILP. A student may only be removed from the program after a Student Study Team (SST) meeting is held with participation from parents, school staff, the site Principal, and the student. Interventions are suggested and implemented and a follow-up meeting is scheduled to review progress. A written agreement to drop the student will be placed in the student's GATE folder along with the SST minutes.

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 52206A and 52206b)*

3.1 The Lincoln Unified School District maintains differentiated curriculum which is responsive to the needs, interests, and abilities of gifted students.

- Each site in Lincoln Unified offers a differentiated curriculum with opportunities for gifted students to meet or exceed the core curriculum and State standards. The strategies used to accomplish the student's goals will be found in the student's ILP. The expectation is to exceed grade level standards in areas of giftedness and to minimally meet standards in all other areas.
- The differentiated curriculum facilitates gifted students in their ability to utilize: critical thinking skills, creativity and personal talents, problem solving skills, research skills, technology, as well as advanced content. Bloom's taxonomy is used to tier curriculum, assessments enable compacting, and activities provide depth and complexity designed to maximize the GATE student's gifts and talents. Students are offered multiple ways to demonstrate knowledge of skills via individual or group projects, computer presentation, and independent research. A project-based school of choice with an emphasis on visual and performing arts is also available to students wishing an alternate type of educational program.
- The differentiated curriculum allows gifted students to demonstrate growth and knowledge through the production of authentic and appropriate projects. Students may participate in activities such as Science Olympiad, Olympic of the Mind, Science Fair projects, Math Club, visual and performing arts programs, and development of a portfolio related to the student's area of giftedness.
- Differentiation strategies reflect the learning theories of Sandra Kaplan, Carol Ann Tomlinson, Susan Winebrenner and Joseph Renzuli. The differentiated curriculum utilizes depth of content, complexity of content, advanced/accelerated pacing and compacting the curriculum, and unique expression of student understanding (novelty). Teachers may employ the following strategies to present the differentiated curriculum within heterogeneous as well as homogeneous groupings: stations, agendas (personalized lists of tasks), complex instruction tasks, orbital studies, centers, tiered activities, problem-based learning, portfolios as well as independent and group investigations. In addition, students learn about their own intellectual traits (via Gardner's 7 Intelligences and the Structure of the Intellect assessments) and how they can use their strengths to enhance their learning.

- The differentiated curriculum facilitates development of ethical standards, positive self-concept, sensitivity, and responsible contributions to others and society. Character education is an important part of the classroom and springs from the “Don’t Laugh at Me Project”(DLAM). Teachers model and encourage students to practice cooperative skills, communication skills for negotiating, and leadership skills. Strategies for differentiating are mindful of the student’s need to develop self-esteem. The best way to guarantee self-esteem is to provide the gifted child with the challenge that other students receive each day in school: the challenge to learn something new, and to discover firsthand that struggling to learn can be rewarding.
- The core curriculum may be compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. Teachers determine what competencies the GATE student has mastered and may give them full credit for what they know and then using “The Compactor” by Renzulli & Smith develop alternate activities to deepen their understanding or more fully explore an area of high interest. For some students a Study Guide approach to compacting would be more beneficial. This might occur when the topic is one that the student may not have experience with (history) but will need a faster pace when learning the material. In short, alternate ways of acquiring the essential knowledge is offered and a contract is made on the ILP.
- The differentiated core curriculum enables gifted students to utilize abstract thinking and to extend/enrich the big ideas of each content area. Teachers plan the differentiated lessons to include optional activities that can be substituted for the regular assignments given to the majority of students. These activities call upon students to individually or in a self selected groups to extend, compose, design, invent, hypothesize, critique, or evaluate the information learned in a given course of study. Use of the enrichment activities provided in the teacher’s manuals of the State adopted textbooks will provide a springboard for the teachers thinking.
- Teachers will utilize instructional strategies to support the differentiated curriculum aimed at developing skills of inquiry, self directed learning, self motivations, discussion and debate, peer interaction, cooperation and metacognition. This can be accomplished via centers, contracts or individual investigations connected with the core curriculum or areas of high interest to the student.
- Continuing staff development for teachers of the gifted will provide on going training designed to improve the quality of differentiated instruction for GATE students.
- The GATE Advisory Committee will annually review current research and learning theory. *ILPs will be reviewed* to evaluate if the needs, interests, and abilities of the gifted children are being addressed through the core curriculum. During the 2004-05 school year a student survey will be developed and given to students in the spring of 05 to help in the above assessment.
- The District and State standards for each content area articulate the significant learning in content, skills, and products within and among grade levels K-12 for all Lincoln students. District wide grade level teams have met and identified “key standards”. Academically gifted students would be expected to exceed these standards in areas of giftedness and at least meet those standards in all other areas.

- Each School-Based Coordinated Plan includes specific actions to be taken for supporting and extending the district K-12 curriculum for gifted learners (see attached pages from each school site's SBCP).

3.2 The differentiated curriculum for gifted students is supported by appropriate structures and resources

- The differentiated curriculum is scheduled as a regular and integral part of each school day and is taught with appropriate instructional models to include direct instruction, inquiry based learning, as well as deductive and inductive reasoning. Differentiation occurs in either content, process or product depending on the needs of the students. Teachers are provided with training in the use of the planning model (Tomlinson The Differentiated Classroom). Instruction focuses on moving students from simple to complex, single facet to multiple facet, small leaps to big leaps, structured to more open, clearly defined problems to fuzzy problems, less independence to greater independence and from a slow pace to a quick pace.
- The district and school sites support a differentiated curriculum through appropriate materials, technology, and funding as evidenced by their school plans. The site GATE Advisory Committee and the School Site Council are responsible for over seeing this component.
- The differentiated curriculum is structured for continuity and comprehensiveness of learning experiences. During the 2004-05 school year each site will complete a planning sheet (see appendix) which offers a continuum of programs which consult scholarliness, depth and complexity, universal themes, and models of teaching. The California content standards and California frameworks and State approved curriculum serve as the foundation for continuity in learning.
- The differentiated curriculum utilizes a variety of teaching and learning patterns:
 - > large and small group instruction
 - > homogeneous grouping and heterogeneous grouping
 - > cluster groupings (including multi-age cluster groups, areas of interest, learning styles)
 - > teacher directed learning (direct and indirect instruction)
 - > independent study
 - > varied entry points
 - > contracted projects/assignments
 - > mentor projects
 - > elective/enrichment/specialty courses
- An extensive range of resources is available to augment differentiated curriculum and to supplement independent study opportunities, including but not limited to:
 - > out of grade level materials
 - > enrichment materials
 - > technology
 - > library/media center resources
 - > community resources
 - > internet resources

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- Differentiated curriculum is planned for groups of gifted learners within a grade level or class and for individual gifted learners. Individual learning plans (ILP) are written for each student in the fall at the first goal setting conference with the parent. Objectives are stated that include the development of skills connected with both group and individualized learning opportunities. An action plan is then written specifying who is responsible for carrying it out and how progress will be monitored. Classroom interventions, home activities and strategies as well as counseling services may be suggested.
- An Individual Learning Plan (ILP) is established for all gifted students in the fall of each year by the parent, teacher and student. The ILP is reviewed at least twice each year. Changes shall be made based on the plans and are incorporated in the classroom plans for differentiated instruction.

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 52212a1)*

4.1 Actions to meet the affective needs of gifted students are ongoing

- Teachers, administrators, counselors, and parents are provided with information and training regarding the unique characteristics of gifted learners and their related social and emotional development and needs. A three-year staff development plan has been developed which provides 45 hours of teacher certification workshops and demonstrations (see attached schedule). In addition, all Lincoln Staff will be trained annually in the identification/nomination process in order to maximize the level of identification during district wide grade level meetings. Administrators will be regularly informed of GATE issue and policies during monthly administrative forum meetings. Use of the ILP will be focused on each fall so as to improve the quality of the plans and make modifications needed in light of new research.
- The District Coordinator in conjunction with the site GATE chairperson will review the ILPs at least once each year and provide feedback. This review will also provide a needs assessment for further staff development. The 2003-04 review indicated that the teachers needed more staff development in specific strategies for meeting the goals set in the ILPs. Staff development in 2004-05 will reflect this need.
- Each year the GATE students in grades 7-12 are provided information and guidance regarding college and career opportunities consistent with their unique strengths. Ninth graders will meet with their counselor and parent to plan their courses of study for the next four years that will maximize their gifts and talents.
- Career counselors, counselors and/or teachers at the high school will provide or arrange mentoring, pre-collage, and career exploration opportunities. These areas will be addressed in each student's ILP. The high school career center will offer a week long "Windows to the Future" where students are connected with community members working in fields that may be in the student's career path.
- As part of the certification process, teachers are trained to recognize and support the social and emotional development and needs of gifted students and to collaborate with administrators and counselors.

- Teachers incorporate techniques to support affective learning in their classrooms as evidenced by classroom observations by site and district administrators and/or peer coaches and data analysis of student performance.
- GATE students receive guidance and counseling services appropriate to their unique social and emotional needs by teachers, principals, counselors. ILPs will address these needs and may be a result of a Student Study Team (SST) or a parent goal setting conference. If needed, GATE students may be referred to community agencies and resources. Services are documented in the student's ILP.
- Intervention strategies for at-risk gifted students may take place in the school, at home, or in the community and are documented in the student's ILP.

4.2 At risk gifted students in Lincoln Unified are monitored and provided support

- As part of the certification process, teachers, and other support staff members are trained to recognize symptoms of at-risk behavior in gifted and talented students. Administrators, counselors, and school psychologists will be included in the staff development provided by the certification training. (see staff development chart).
- Information and support regarding at-risk behavior in gifted students are made available to parents and guardians of gifted students during goal setting conferences, parent conferences and SST's. Each site will use GATE funds to purchase literature regarding at risk behavior and make it available for checkout to staff and parents. The District GATE Advisory Committee will distribute current research and literature to parents and staff as available.
- Teachers, administrators and counselors are trained to make appropriate referrals to district and community agencies when needed. Training will be available as a part of the GATE staff development schedule.
- GATE students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems. An SST or conference should be held to evaluate the interventions on the ILP. Changes should be made, as needed, so that the student can continue with GATE services.
- School sites within Lincoln Unified utilize the Student Study Team (SST) process to develop intervention plans for gifted students considered at-risk.
- Student Study Teams include teachers, administrators, counselors, parents, the student, and school psychologists and community resources when appropriate.
- Intervention plans developed through the Student Study Team (SST) process include specific guidance and counseling services related to unique issues faced by gifted students. Student progress is monitored throughout the duration of the intervention plan by the GATE chairperson and those identified in the intervention plan. ~~and~~ Modifications to the plan are made as needed by reconvening the SST team for students at risk.

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 52212a1)*

5.1 The district provides professional development opportunities related to gifted learners on a regular basis.

- Professional development opportunities for teachers of gifted students are correlated with standards and competencies for GATE programs. A survey of standards and competencies is given to teachers of the gifted on an annual basis (in the spring) and is used to design and implement staff development plans for the following school year. The District GATE Advisory Committee will create, administer and evaluate the survey on a yearly basis. The survey results will be used to plan additional staff development other than the certification training.
- The District GATE coordinator conducts a written evaluation of each professional development opportunity to determine its effectiveness and uses the findings to improve future professional development.
- Individuals selected to conduct professional development for teachers of gifted learners have knowledge and expertise in the area of gifted education. It is the District GATE coordinator's responsibility to determine if presenters are qualified.
- Lincoln Unified encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.
- The district qualifies teachers to teach gifted students through ongoing staff development opportunities (see attached plan) and/or enrollment in the California Association for the Gifted (CAG) certificate program or one of the UC campuses. Staff development is geared at accommodating different levels of teacher competency. Site coordinators must participate in the district certification workshops and complete the program within 3 years. The schedule for certification will be published in the district's Professional Development quarterly and will be available at all times through the District and site GATE coordinators.

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

- In order to ensure that teachers in the GATE program have continued training, education, and/or experience in teaching gifted students a survey of their qualifications, experience, and training will be conducted during the fall staff development day and will be collected by the principals. The District GATE coordinator will collate the results and incorporate them in the staff development plan.
- The Director of Curriculum & Instruction serves as coordinator of the district's GATE program and has previous and ongoing training in the area of gifted education.

- Administrators, counselors, and support staff participate in professional development opportunities related to their specific roles and responsibilities in the GATE program and are encouraged to participate with teachers in the ongoing professional development program related to gifted students.
- Lincoln Unified promotes formal and informal mentoring as a form of ongoing professional development for teachers in gifted programs.
- All teachers assigned to teach gifted students are qualified through a variety of professional development experiences and/or the CAG certificate program.
- The Director of Curriculum & Instruction is a specialist in gifted education and demonstrates knowledge and experience in the field of gifted education.
- Professional development opportunities are followed with classroom support for the application and evaluation of activities and strategies learned. Site administrators as well as peer coaches will assist in this process.
- A peer-coaching model may be offered to teachers who wish to improve their skills working with GATE students.
- The district GATE Advisory Committee identifies support personnel within the district and community with expertise in meeting the needs of gifted learner. A survey will be given to district personnel and requests for mentors will be sent out in school newsletters.

SECTION 6: PARENT AND COMMUNITY INVOLVEMENT *Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 52205 2f)*

6.1 Open communication with parents and the community is maintained.

- All parents are informed of the criteria and procedures for identifying gifted and talented students within Lincoln Unified during GATE Advisory Committee meetings at each school site with translations being made as needed. An article will appear in the school newsletter prior to the formal nomination period each spring.
- When a student has been identified the parent will receive a letter of notification and be invited to an informational meeting where programs are described and permission slips are signed.
- Program options and other learning opportunities are reviewed with parents, community members, and students at district and site GATE Advisory Committee meetings and at the fall ILP conference.
- The district's GATE application is available to parents and the community and may be obtained from the site or district Gate coordinators and is posted on the district web-site.

- GATE parents and students are involved in the ongoing planning and evaluation of district and site GATE programs through participation in the site or district GATE Advisory Committees, annual parent survey and through the ILP conference with the school each fall. The school and district will make translation/translators available to parents for the major language groups of the district.
- Each school site's GATE Advisory Committee provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation via a newsletter no less than four times each year.
 - The products and achievements of gifted students are shared with parents throughout the school year during classroom visits, parent conferences, exhibitions, and other site and district activities. Each school plan shows the potential ways student products and achievements are shared for that specific site.
 - Parents are involved in the development of the GATE sections of each site's School -Based Coordinated Plan (SBCP) and are involved in the evaluation process as well as needed revisions. Translators will be provided for the major language groups to insure equal involvement for all parents wishing to participate.
 - The talents and resources of GATE parents, students, and other members of the community are used to supplement, differentiate, extend, and enrich the core curriculum for gifted students. School plans reflect the various ways parents and community members can be involved. This information is also part of the parent orientation process when a child is identified as gifted.

6.2 An active GATE advisory committee with parent involvement is supported by the district

- Parents participate as members of the district and site GATE Advisory Committees.
- District and site GATE Advisory Committees meet at least three times per year.
- The Director of Curriculum & Instruction (acting as district GATE coordinator) collaborates with the district GATE Advisory Committee to provide parent education opportunities related to gifted education.
- GATE coordinators evaluate the representation on the GATE Advisory Committee to see if it reflects the demographics of the GATE students. Personal phone calls and translators are used to minimize any inequalities via phone calls or home visits.
- A parent member of the GATE Advisory Committee cosigns the district's state GATE application.
- Parents participate on the district and site GATE Advisory Committees which meet on a regular basis. During the 2004-05 school year, the GATE Coordinator will solicit a community member to join the District GATE Advisory Committee.
- GATE Advisory Committees and School Site Councils are regularly informed of current research and literature in gifted education. Staff and coordinators report back

to GATE Advisory Committees and School Site Councils regarding any workshops or conferences they attended outside of the district. A summary of their learning experience is presented at a meeting following their training. Pertinent information may be published in the school newsletter.

- The District GATE Coordinator collaborates with the district GATE Advisory Committee to offer professional development opportunities to staff, parents, and community members involved or interested in gifted education.
- The District GATE Coordinator, parents of gifted special needs students, such as gifted English language learners and gifted disabled students, participate in the district GATE Advisory Committee.
- Logistical needs, such as providing transportation or changing meeting sites and times, are accommodated to insure the inclusion of parents of gifted special needs students on the district GATE Advisory Committee Services.

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 exceed 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 5221 a1)*

7.1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

- All components of the GATE program are annually reviewed by the district GATE Advisory Committee and School Site Councils at each site. Results of annual assessments are incorporated into District and site Single Plans for Student Achievement to assure continuous program development.
 - The district's annual assessment of the GATE program includes both strengths and weakness of the program and is accompanied by a plan for continuous improvement over time. A parent assessment was developed by the District GATE Advisory Committee and was administered at the end of 2003 and 2004 school years.⁰³ The results are be addressed in the fall by the District GATE Advisory Committee and will be shared with the site advisory committees as well as the Board of Education. Results of the first year's survey are reflected by many of the modifications to this plan.
- District-level assessment is overseen by the Director of Curriculum & Instruction. Rubrics for reading and writing assessments have been designed to reflect performance that is above grade level standards. It is the District's belief that GATE students should perform above grade level in areas of giftedness.
- Lincoln Unified uses multiple traditional and nontraditional strategies to assess gifted student performance and GATE program effectiveness. The assessment tools will vary depending on the area of giftedness and will occur at the end of each school year. The following fall, after state and district test data is analyzed, a new ILP will

be written by the classroom teacher, the student and the parents. The following are examples of the tools that may be used to provide information for the planning:

- > standardized test results
 - > LUSD writing assessments (K-12)
 - > California Learning Record (9-12)
 - > end of course exams in math for honors and AP placement (6-12)
 - > student and parent surveys
 - > student portfolios in math, writing, art, history, and/or science
 - > reading benchmark assessments (K-8)
 - > teacher observation/evaluation
 - > student exhibitions/performance
 - > participatory inventories
- A district wide data base (containing the above assessment results) enables the GATE Coordinator to print out data sheets on each GATE students. These sheets are evaluated by the teacher and used to inform the goal setting and action plan written into the ILP each fall.
 - Teachers assess the effectiveness of their school plan at annual meetings using the results of student performance data, and surveys. During the 2004-05 school year GATE teachers will develop a Teacher Program Evaluation and Needs Assessment (during release time) to be implemented at the end of the year and used each fall to assess program effectiveness
 - The District GATE Coordinator has been trained in gifted education and in program assessment and frequently collaborates with Long Beach Unified GATE office. New knowledge and information is gained by attending national and state conferences on gifted education. The District GATE Coordinator works cooperatively with site administrators to oversee the planning and implementation of GATE program assessment.
 - District wide performance rubrics for reading and writing (K-8) clearly describe performance expectations for all students and the expectation is that gifted students will “exceed district standards” in their areas of giftedness.
 - Program assessment results are annually presented to the Board of Trustees during a public meeting and is made available to all program constituents via the GATE website or on request.
 - All LUSD assessments are funded through the school district and/or the GATE budget. Consultants that have been hired to help assess the program have been compensated with GATE funding.

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, 52212a1,2,3)*

8.1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations..

- The GATE budget supplements not supplants general funds provided by the school district to support the program in the following ways:
 - Professional Development is provided for all teachers in regular and special education, for counselors and administrators. Funds are used to pay experts to offer training, for release time and workshop materials
 - Direct Student Services are provided with site allocated funds. Expenditures must reflect standards based instruction and differentiation in the following ways: supplemental textbooks, classroom libraries, magazines, journal and newspaper subscriptions, advanced equipment for experiments, art mentors and supplies as well as field trips. All site expenditures are approved by the School Site Council and reflect the intent of the school plan for GATE instruction.
 - District Level Funds provide resources to operate the GATE office, compensate the GATE Coordinator, implement professional development programs, compensate consultants, and guest speakers, add resources for the lending library, and fund conference attendance and substitute salaries.
 - Identification may be supported by both central and site budgets. Test forms analysis (as needed) will be provided from the central budget while personnel to administer screenings and identification tools will be provided by the site budget.
- Carryover money is minimal and the indirect costs do not exceed the state limitations
- A portion of the Director of Curriculum and Instructions salary is paid to provide a GATE Coordinator for the district.
- GATE students with special needs are multi-funded with counseling and special education services. SIP, EIA, Extended Day Programs, as well as Title 1 funds are available to GATE students on an as needed basis.
- Staff development may be multi-funded with SIP, Title 1, and Title 2 funds along with GATE money as appropriate.

Appendix

- Demographics
- School Plans
- Nomination/Identification Documents
- GATE Certificate/ Staff Development