

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</p> <p>Information: Application: (916) 323-5847 Program: (916) 323-5505</p>	<p>LEA Name and Mailing Address: San Bruno Park School District 500 Acacia Avenue San Bruno _____ CA 94066</p> <p>County: San Mateo CD Code: 41 - 69013</p>
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<p>Person Completing Application: Printed Name: <u>Karen Schenck</u> Title: <u>Assistant Superintendent, Instructional Services</u> Phone: <u>650-624-3125</u> Ext.: _____ Fax: <u>650-266-9626</u> E-mail: <u>kschenck@sbpsd.k12.ca.us</u></p>	<p>Local Governing Board Approval: The local governing board has determined the most appropriate educational program for participating students [<i>Education Code (EC) Section 52206</i>].</p> <p>Date or anticipated date of local governing board approval of GATE application: <u>May 14, 2008</u></p>
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<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.</p> <p>David E. Hutt, Ed.D Printed Name of Superintendent Phone: <u>650-624-3100</u> Ext.: _____ Fax: <u>650-266-9626</u> E-mail: <u>dhutt@sbpsd.k12.ca.us</u> _____ Signature of Superintendent Date <u>5-14-08</u></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 [Title 5 Regulations, Section 3831(j)].</p> <p>Optional: Signature of parent member on District GATE Advisory Committee or School Site Council.</p> <p>_____ Signature Date</p>
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<p>Check all that apply:</p> <p><input type="checkbox"/> LEA application includes one or more charter schools <input type="checkbox"/> GATE included in School-Based Coordinated Programs <input checked="" type="checkbox"/> LEA participates in GATE Consortium: Lead _____ <input checked="" type="checkbox"/> Indirect costs do not exceed 3%.</p> <p>District Enrollment: <u>2650</u> Number of GATE Students: <u>139</u> Grades Served: K-8</p>	<p>For CDE Office Use Only:</p> <p><input type="checkbox"/> Budget explanation <input type="checkbox"/> Excessive carryover <input type="checkbox"/> Meets Standards for: 1-Year 2-Year 3-Year 5-Year <input type="checkbox"/> Denied _____ <input type="checkbox"/> Resubmitted _____</p> <p>Reviewer(s) _____ Date _____</p>
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Proposed Budget Plan for 2008-09

Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	4,000		
2000	Classified Personnel Salaries	0		
3000	Employee Benefits	500		
4000	Book and Supplies (including computer software)	3,596		OLSAT testing materials
5000	Other Services and Other Operating Expenditures	11,570		District portion of GATE Consortium Summer School Costs
	Subtotal	19,570		
6000	Other Capital Outlay (including computer equipment)	0		
7000	Indirect Costs (maximum of 3%, <u>excludes</u> Capital Outlay)	605		
	TOTAL PROPOSED BUDGET	20,175		
	Amount of GATE Carryover funds and description how carryover will be spent	0		

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

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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 Section 52206). Please indicate the GATE program services the district will provide by placing a check mark in the boxes below. Provide a brief description for each.

PROGRAM SERVICES (Select at least one)	Primary	Upper Elementary	Middle School
Special Day Classes:			
Part-time Groupings:		x	x
Cluster Groupings:	x	x	x
OTHER PROGRAM SERVICES			
Acceleration:	x	x	x
Honors:			x
Advanced Placement:			x
International Baccalaureate:			
Independent Study:			
Postsecondary Education:			
Enrichment (Before/After School/Saturday Classes):		x	x
Services for Underachieving, Linguistically and Culturally Diverse, and Economically Disadvantaged Pupils:	x	x	x
Other (Special counseling or instructional activity, seminars):	x	x	x

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STUDENT IDENTIFICATION CATEGORIES

LEAs are required to use one or more of the following 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* Section 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* Section 52206(c)]. Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

Intellectual Ability <input checked="" type="checkbox"/>	High Achievement <input checked="" type="checkbox"/>	Specific Academic Ability <input type="checkbox"/>	Leadership Ability <input type="checkbox"/>
Creative Ability <input checked="" type="checkbox"/>	Visual and Performing Arts <input type="checkbox"/>	Other <input type="checkbox"/>	

PROGRAM NARRATIVE

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

The San Bruno Park School District is located just south of San Francisco and west of the San Francisco International Airport. There are approximately 2650 students populating seven K-6 elementary schools and one middle school (7 & 8). Schools are as small as 210 and as large as 575. Our district is culturally diverse without a majority of one ethnicity. Our largest ethnicity is Hispanic or Latino with 39%, followed by White (not Hispanic) with 31% and then Filipino with 8.8% and Asian with 8.5%. Economically disadvantaged students are indicated by participation in the Free and Reduced-Price meals program is 34.3%. We have three schools that participate in Title I programs and the percent of English learners is approximately 19. All schools have been modernized, are well maintained, and are considered to be safe schools. Parents are involved to varying degrees from driving on field trips, supervising children on the yard, helping in the classroom, or joining the PTA, to committee work serving on School Site Councils, as well as, on District Advisory Boards. We have followed the State adoption timeline for textbooks and are currently piloting new mathematics programs. Most teachers have a laptop and an LCD projector to access "United Streaming" and online publishers' websites for instruction.

Our GATE program has three parts; a Consortium Summer School, Career Speaker Series, and classroom differentiated instruction. The Consortium Summer School is a four week summer program with two neighboring districts. We take turns hosting the program and pool our funding based on the number of students who attend. We hire a Consortium coordinator who also directs the Career Speaker Series. Again, we take turns hosting the event. Differentiated classroom instruction is a high priority to keep children engaged during the regular school day. Professional Development in the new adoptions has an enrichment component in addition to an intervention component. During Site and Grade Level meetings, differentiation for the English Learner, Special Education, and GATE student is a part the discussion.

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

Section 1: Program Design

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

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.

The San Bruno Park School District believes that all of our students have gifts and talents. We also believe that it is our responsibility to develop every child intellectually, socially, and physically. The purpose of the GATE program is to provide challenging, in-depth curriculum and instruction, and unique learning opportunities for high achieving, underachieving, limited English speaking, and special education students who have been identified as gifted. We provide opportunities in all intelligence areas. When it comes to specific GATE funding, we focus our resources on the intellectual area of giftedness. Through the GATE consortium Summer School, we provide opportunities for intellectual, creative, and visual and performing arts. Leadership is fostered through the classes that are offered. The teacher assistant program designed for older students provides specific leadership opportunities during Summer School.

Our goals are to continue to challenge our intellectually gifted students who, as the research says, can become “at risk” when not intellectually stimulated. We work within a consortium of three districts to provide an award winning summer program and the Career Speaker Evenings for GATE students. Our teachers participate in ongoing professional development that focuses on techniques to differentiate instruction. Differentiated instruction is a built-in aspect of Open Court Workshop and the “challenge” component of the new math program to be adopted in June 2008. Both of these programs provide high-end depth, complexity, and novelty for our GATE students. Our Intermediate students are placed in the Advanced Placement classes for English, Science, History Social Studies and higher level Mathematics class.

The Superintendent’s GATE Advisory Committee represents all stakeholders and meets on a regular basis to assist in program planning and assessment. This advisory committee is under the direction of the Superintendent and is composed of a School Board representative, teacher and parent representation, and the Assistant Superintendent for Instructional Services. All GATE parents and teachers are invited to attend the meetings of this committee. Information is provided to School Site Councils when appropriate. The district plan is approved by the School Board, distributed to the GATE committee, Curriculum Council and accessible on the district and schools’ website. It is also disseminated to parents and the community, available at each school site, and the district office.

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

San Bruno Park School District is fortunate to have seven small elementary schools and one middle school. Because of the size of our schools, it is not financially feasible to have special schools or special day classes for our GATE students. However, we are fortunate to have class size reduction in our K-3 grades. The smaller class size and kindergarten’s early bird/late bird and/or extended day enable teachers to work with small groups and differentiate instruction. A four week Special Day Class summer program composed of pupils identified as gifted and talented is especially designed to meet the specific academic needs of GATE pupils for enriched/advanced instruction. It also provides extended opportunities for intellectual peer interaction.

Though we do not formally identify our GATE students until 3rd grade, our teachers are knowledgeable about the characteristics of gifted and talented students and continue to meet their individual needs. We provide cluster grouping in

our classes. In addition, we also make use of part-time groupings. These are created by the teacher and are dependent on the project/activity and the students' areas of giftedness to provide a balance between cognitive and affective learning.

Most important, however, is that the needs of our GATE students are being met in their regular classes through flexible groupings. Teachers work very hard to ensure that GATE students are challenged with curriculum which provides depth, complexity, novelty, and rigor. For example: two fourth grade GATE students may be working on an advanced astronomy project with direction from a Project Astro astronomer; while also working in a heterogeneous literature circle. It all depends on the project, the purpose, and the needs and abilities of the students.

At our middle school, we have advanced honor classes in math, ELA, history social science, and science. There are a variety of choices in which students can excel in their areas of giftedness – student government, athletics, foreign language, band, chorus, newspaper, yearbook, art, cheer competition squad, and various clubs.

1.3 The program is articulated with the general education programs.

On early release Thursdays, teachers meet in a variety of structures to articulate and share instructional strategies, curriculum, student work and assessment data. Once a month teachers across the district meet in grade levels for articulation and professional development. Grade level meetings are valuable in many ways; teacher sharing of best practices, resources, problem solving, etc. Each of our newly adopted History Social Science, Science and Math programs provide curriculum resources for students needing advanced or enriched programs. During district professional development days, grade level meetings and site Professional Development days, facilitators emphasize how to integrate enrichment, as well as, intervention activities.

Our three-district consortium has a GATE Summer School Consortium Director who plans and supervises the three district Summer School in collaboration with GATE coordinators in each district, teachers and parents. District Counselors provide services for students and parents on an as needed basis. Students, parents, and teachers may refer pupils for counseling services.

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 Regulations, Section 3822)

2.1 The nomination/referral process is ongoing and includes students K-8

All children in the San Bruno Park School District are eligible for the nomination process to be identified as GATE. The district uses a multi-dimensional approach to student identification. The following assessments are used: California Standards Test (CST), Otis Lennon School Ability Test (OLSAT), the “Renzulli Scales for Rating the Behavioral Characteristics of Superior Students”, and the parent questionnaire, Things My Child Can Do.

Referrals are accepted from teachers, parents, and the administration. We make a concerted effort to actively search for referrals among the underrepresented populations and ensure that all students, regardless of socioeconomic status, English Learner designation, ethnicity, and or disabilities are eligible. If a student doesn’t qualify on the first screening, the principal, teacher, or parent can request a reconsideration of the student’s giftedness through a written request to the school’s Student Success Team. Student portfolios, two teacher recommendations, standardized test scores, parent recommendation and district assessments can provide additional evidence of giftedness. The district maintains files on all third grade students and includes this data in reassessing students who are referred more than once. After the initial search during the third grade year, a pupil can be referred for GATE in subsequent years through the school’s Student Success Team. Our administrators, teachers, and all appropriate staff (such as counselors) are trained regarding the district’s philosophy, the characteristics of GATE students, and the process and access to identifying and assessing GATE students.

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

All third grade students participate in the initial GATE identification process. Students may be nominated for participation more than once and on an annual basis. Multiple sources are used to determine eligibility for identification. Students must score in the superior/very superior range on the verbal OR nonverbal portion of the OLSAT. A student's total score on the California Standards Test in either English Language Arts OR mathematics must be in the upper half of the "advanced" level. Teachers complete the "Renzulli Rating Scale for Superior Student" for each student they recommend. The newly adopted appeals process should ensure that more under represented populations such as English learners, and Students with Disabilities, have the opportunity to qualify. Our team, which includes the GATE coordinator and certificated personnel, makes decisions regarding identification tools, determining eligibility, and reviewing the diversity of our GATE students. The team meets at regular intervals to determine eligibility of referred candidates. A special effort in recent years has reflected an increasingly diverse number of GATE students identified. We believe that once a child is identified as GATE, he/she remains a GATE student. Transfer students are considered for placement in a timely manner. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeals process.

2.3 Multiple service options are available within the gifted education program and between other education programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Students and parents are provided information and orientation regarding student placement and participation options once the student is identified as GATE. The signed parent consent form is placed in the student's cum folder. The district also provides identification information if the student moves to another school district. Once identified, students remain identified as GATE in the district. We do not withdraw students from GATE even though services from year to year may vary. When needed, interventions are implemented and a meeting is held with the parents and student to plan interventions.

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])

3.1 Differentiated Curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

Through Open Court, Harcourt mathematics, and Bay Area School Reform Collaborative (BASRC), our professional development has emphasized differentiation in the delivery of instruction to provide for the balanced development of critical, creative, problem solving and research skills. While most teachers differentiate the curriculum so that all our students can be successful, continuing staff development with an emphasis on depth and complexity of content, advanced or accelerated pacing of content, techniques and best practices is ongoing. To ensure that students are challenged, teachers use curriculum compacting, inquiry based learning, self-directed learning, discussion, debate and metacognition. Teachers emphasize how to be explicit when explaining their thinking. Students discuss their schema and how they have accessed prior knowledge in order to better understand a concept or idea. Pacing guides, curriculum binders, and longitudinal mapping of content standards articulate the significant learning content, skills, and work products within and among grade levels.

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

GATE students participate in a differentiated curriculum on a regular basis and it is an integral part of the school day. It might take the form of large and small group instruction, independent study, homogeneous and heterogeneous grouping or teacher and student directed learning. Groupings depend on the purpose of the activity, the purpose of the grouping, and the students' ability levels.

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A range of resources is available to augment differentiated curriculum and to supplement independent study opportunities for individual students. It is supported by programs that offer advanced learning such as Lexia, Reading Counts, MathScore, and web based programs aligned to the newly adopted History Social Science, Science and Math series.

Students experience differentiated curriculum and instruction on a daily basis within their regular classes. The schools and district support students' learning by providing necessary materials and supporting library media centers and computer labs. GATE students are challenged through a variety of opportunities for interaction with their peers; investigations via technology, cooperative group work and self selected interest based research groups.

In addition to the daily access to differentiated instruction, GATE students participate in an award-winning summer program that combines three neighboring districts in order to share resources. Through this collaboration, three Career Speaker Evenings for GATE students and parents are provided.

We make a point of sharing information on community events and programs appropriate for GATE students; Expanding Your Horizons, a yearly career development conference for girls; San Mateo Reading Association's Authors' Breakfast, College for Kids programs; the John Hopkins Talent Search, the San Francisco Zoo's Nature Trail and Zookeeper's Assistant programs, and the Academy of Art University school program are examples of the programs and events which are offered.

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

In the San Bruno Park School District we support the social and emotional development of our students. School staffs attend professional development in conflict resolution, Don't Laugh at Me, and character education training which helps students stand up to bullies. A special inservice for principals to identify the unique problems of bullying GATE students was given recently. The GATE summer school provides a community for gifted students in which they interact socially and academically with their intellectual peers across grade levels and among the three districts. Any GATE students who have or need IEP's have meetings with the psychologist and the classroom teacher to accommodate their special needs.

Members of the school community receive information at the GATE advisory meetings regarding the characteristics of GATE students, particularly when it comes to their social and emotional development. Teachers, counselors, and administrators share information about how to support GATE students' affective learning. GATE students are provided with career awareness opportunities through a career development program. Beginning in 2005 and continuing on a yearly basis, the San Bruno Park School District and the two other school districts in the consortium provide three Career Speaker Evenings for students and their parents to learn about a variety of career opportunities.

Guidance and counseling services are available to assist students in their social and emotional growth. Our teachers, counselors, administrators, and parents work together to provide strategies and services when our GATE students are "at risk" socially, emotionally, and/or academically. Referral services to community resources are made when appropriate.

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

Teachers and administrators are trained to recognize symptoms of “at risk” behavior and to communicate their concern to principals, counselors, and/or the district psychologists. Parents, administrators, teachers, and counselors work in collaboration to ensure that any potentially “at risk” GATE students’ issues can be addressed. The Student Success Team (SST) meets and designs a program to meet the needs of the “at risk” gifted student through intervention plans involving teacher, parents and support staff. District counseling services are available, as well as, community services when needed. Students are not dropped from GATE because they are experiencing problems. Conferences with parents and teachers occur as needed with formal conferences scheduled at the end of trimester one and two. Each school analyzes data on a regular basis to review instructional practices in their Single Plan for Student Achievement which includes the GATE subgroup. At District Trimester Reviews, student achievement data is analyzed and reviewed. Recommendations are made for adjustments in school and district plans.

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]}

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

The district is committed to ongoing professional development. We strive to customize our professional development because not all teachers have the same needs. Each spring our teachers complete a needs evaluation survey for future professional development. This information will be used to guide our plans for the following year. Professional development and grade level meetings include the component “Differentiating the Curriculum for Gifted Students”. Through the District’s Curriculum Council, orientation for all staff is provided regarding revisions in the District’s GATE plan. Also shared are community events, resources and programs appropriate to gifted learners. The district shares information on GATE conferences/workshops and teachers attend training opportunities when appropriate. Teachers then present information about the conferences they attend to their staffs and grade level meetings. All professional development for the new adoptions has a GATE/Enrichment component as well as an Intervention component.

The yearly School Site Council parent survey includes a section to evaluate the GATE program. The results are used to construct the Single Plan for Student Achievement and to plan for future site professional development. By identifying strengths, as well as social and academic needs, of GATE students and students with special needs, we are able to plan appropriate instruction and deliver individualized instruction without spotlighting the student as different. This also helps teachers to effectively communicate and partner with parents about the progress of their gifted and talented child and/or their child with disabilities

On early release days, site professional development and district grade level professional development provide a venue for collaboration. As part of the BTSA Induction program, new teachers are coached on how to address the needs of

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GATE students in their classrooms. Collaboration between the BTSA program and district professional development plans address the variety of levels of teacher competency.

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

San Bruno's GATE Program is directed by the Assistant Superintendent of Instructional Services. The Consortium Summer School coordinator is a former GATE student and trained in the area of GATE education, and assists the district with expertise in meeting the needs of gifted learners. They collaborate on the professional development plans and opportunities throughout the district. Valuable teacher to teacher professional development occurs within regular grade level meetings and curriculum/staff meetings. In addition the district provides outside consultants for professional development days. Professional Development offerings related to the GATE program are available to administrators, counselors, and district staff where they can participate with their colleagues in ongoing programs related to gifted students. Follow-up support is provided by principals in their ongoing supervision of program implementation. The GATE coordinator is very knowledgeable and applies related experiences to her leadership role in the gifted program.

Section 6: Parent and Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 52205[2][f])

6.1 Open communication with parents and the community is maintained.

Communication is an ongoing goal in our district. Through the district website, Principals' newsletters, and updates at the Superintendent's GATE Advisory Committee, parents are provided much information; criteria and procedures for identifying gifted and talented students, available program options and learning opportunities, how to understand their GATE child, how to work with their child's teacher and information about the GATE summer program and Career Speaker Evenings. The Consortium summer school coordinator provides parents of GATE students with orientation regarding the program and its implementation. Translations and or translators are provided as needed. Parents participate on the Superintendent's GATE Advisory Committee, which meets regularly to plan, monitor, and evaluate the GATE program. The district's state GATE application is available to parents at the GATE advisory meetings, school sites, and on the District web-site.

Through the Superintendent's GATE Advisory Committee, parents are involved in the development of the application. At school sites, parents are involved on school site councils with the writing and reviewing of school site plans that are included in the single plan for student achievement. Community guest speakers present at the GATE Career Speaker Evenings scheduled during the winter trimester. Products and achievements of gifted students are shared through Governing Board reports, parent/teacher conferences, back to school nights, open house, student performances, the Superintendent's Writing Contest, and special activity days such as Young Authors' Fairs, Science Fairs, Art Fairs, and Honor Society recognition. GATE parents share their talents and resources to supplement the core and differentiated curriculum both during the summer school program and at the school sites. Partnerships between GATE programs and

business and community organizations have provided rich experiences in such areas as forensics, medical, poets, artists, visual and performing artists, robotics, and technology.

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

The GATE application is developed collaboratively by the GATE Superintendent’s Advisory Committee which includes a member of the Governing Board, parent and teacher representatives, administrators, and GATE Coordinator. The Committee meets on a regular basis and a parent member co-signs the district’s state application. GATE parents are recruited to serve on the Advisory Committee and reflect the diverse demographics of the student population including English language learners and gifted disabled students. Provisions may include translators, accessible meeting sites, and accommodations for parents’ needs. The GATE Coordinator collaborates with the committee to provide current research and/or literature in gifted education, parent education opportunities related to gifted education, and to offer professional development opportunities for staff. The Superintendent’s Advisory Committee solicits community support for enrichment and extended activities. The adoption of research based curriculum materials provide for current findings related to gifted education.

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 standard.

A “Course of Study” at each grade level containing the California state standards is distributed at fall Back to School Nights. The district’s four point rubric on the trimester student performance report card informs students of what is to be expected and are valuable tools for setting standards and assessing student work.

Program assessment is multi-layered and incorporates both formal and informal means. The Assistant Superintendent of Instructional Services coordinates the formal and informal evaluations. Informal feedback is gathered from principals, teachers, parents, students, and the GATE Advisory Committee. School sites disaggregate the data from Standardized Testing and Reporting (STAR), the district assessments, and classroom assessments to ensure that all GATE students are meeting and/or exceeding state standards. District provided scoring guides and rubrics are used to measure our students’ ELA, writing and mathematics achievement in the district’s assessments. District assessments, classroom assessments, and student products and activities that demonstrate learning are continually used to assess students’ performances in core curriculum areas that include history social science and science. The assessment process parallels the instruction as a means to collect information about student knowledge and capability. Strategies include, but are not limited to, student inquiry, collaboration, and reflection.

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Feedback from formal evaluations comes from the School Site Council survey, the summer program parent and student evaluations, and the evaluation of Career Speaker Evenings. The district values the information from teachers, administrators, parents, and students and allocates time and financial support in order to ensure both regular and systematic formative and summative program evaluation. The results of these program evaluations are presented to the Governing Board and are available to all stakeholders. Assessment reports include both strengths and weaknesses of the program and are accompanied by a plan with implications for improvement and renewal over time.

The research clearly demonstrates that the most important factor to student success is the teacher. Thus, we have focused our staff training and curriculum and instruction development on differentiation strategies and techniques that ensure interaction, higher level thinking skills, and reflection on the thought process.

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. (EC52209, 52212[a][1], [2], [3])

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

The district collaborates between categorical programs in order for GATE students to benefit from more than one categorical program. The needs of GATE students influence the SLIP budget in purchasing books for the library and components in the purchase of text books and software. GATE funds are used to address professional development, direct student services, district level coordination and the GATE student identification process. GATE funds supplement our gifted learners' program instead of supplanting their program. GATE funding provides for a part-time district coordinator for the GATE program. Indirect costs do not exceed state limitations of 3%. There are no carry-over monies.

APPENDIX I

2008-09 GATE PROGRAM EVALUATION

1. Review of Student Academic Progress

The STAR data on the CDE website for 06-07 indicates that our GATE students are high achievers in all areas except 8th grade Algebra. This has been noted and intervention/support classes after school are being provided.

Percent of students Proficient and Advanced on 06-07 STAR testing in English Language Arts

	4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
GATE students	100%	96%	96%	92%	97%
District students	57%	52%	51%	46%	43%

Percent of students Proficient and Advanced on 06-07 STAR testing in Mathematics

	4 th grade	5 th grade	6 th grade	7 th grade	8 th grade-Algebra
GATE students	100%	96%	96%	92%	76%
District students	59%	54%	57%	39%	46%

With the implementation of Power School, we have corrected the problem of identifying GATE students in the pre-identification phase of STAR testing thus obtaining disaggregated GATE data at all grades and in all subjects. We are

also looking forward to being able to identify and provide interventions for GATE children on classroom and district assessments through a new data management system, Pearson Inform.

2. Review of the Administration of the GATE Program

Parent, student and teacher surveys evaluate the effectiveness of the curriculum options on an annual basis. As a result, the planning for each summer school program is directly impacted and based upon this evaluation. Specific classes may be continued or eliminated and new classes added according to specific need and interest. The most recent survey indicates that the GATE Consortium Summer School is extremely successful in meeting the needs of our GATE population. Students are challenged academically, and afforded the opportunity to socialize with their intellectual peers. Classroom differentiation will continue to be a focus in meeting the needs of GATE children throughout the year. In the GATE section of a general School Site Council survey in May of 2007, 80% of parents responded “strongly agree” or “agree” to the statement, “The needs of my identified GATE student (grades 4-8) are being met”. The results of the surveys are used by each School Site Council to revise their school’s Single Plan for Student Achievement and by the district to revise the LEA Plan. Both plans reflect the needs of GATE students. Assessment data is also shared with the GATE Coordinator and at the Superintendent’s GATE Advisory Committee meeting. An annual presentation is made to the Governing Board during the approval process of the GATE plan.

Our new GATE plan addresses the efforts to seek out underserved students. We have evaluated our referral and identification methods to ensure that pupils from economically disadvantaged and varying cultural and linguistic backgrounds are provided with full participation in the GATE program. Gender data indicates that 54.4% of our identified GATE students are female and 45.6% are male GATE students. The district’s total 4th through 8th grade population is 49.1% female and 50.9% male indicating that the female population is slightly over represented. Ethnically, our Asian students are 18% of GATE versus 8.5% in the general population, African American 4% of GATE, 3% in general population, and White students are 47% compared to 31.4% in the general population are over represented. The Filipino (7%, 8.8%), Pacific Islanders (3%, 7.6%) and Hispanic (20%, 38.9%) populations are under represented. The percent of identified GATE students participating in the Free and Reduced-Price meals program is 15.8 percent compared to students not in the GATE program of 27.5% indicating that this group is also under represented. In the new plan, students may be identified in verbal or non-verbal areas to improve this balance, as well as, in the area of English Language Arts or

Mathematics. We are also providing training for teachers in identifying giftedness in a culturally diverse population. With the implementation of a new data program, we will also be able to disaggregate the GATE achievement data by ethnicity, language acquisition, and economically disadvantaged. It is important that the program be open to all students, including disabled students and English Language Learners.

3. Procedures for Modifying the District GATE Program Based on the Annual Review

The District modifies the GATE Program based on an annual review of each of the program components listed below.

Program Design

A strength of the program is the Consortium of three school districts and pooling of resources to provide a 4-week GATE Summer School program. It is an exciting, thematic, interdisciplinary curriculum designed for academic advancement and enrichment of the gifted learner, as well as, affording the opportunity to socialize with their intellectual peers. Classroom differentiation will continue to be a focus in meeting the needs of GATE children throughout the year.

A need is to provide on-going support throughout the school year. A goal in this area was a “Career Speaker Series” open to parents and students throughout the school year. This series was a success and continues to be an ongoing goal.

Identification

Evaluation of the identification criteria and procedures indicates that by accepting either the ELA or Math score for the CST criteria and either the verbal or the non-verbal score on the OLSAT has increased the identification of more under represented students. By implementing the “appeal” process, we are again seeking to increase the identification of under represented students using the school’s Student Success Team (SST) evaluation of teacher recommendations and characteristic behaviors, not just written test scores.

While our community believes that our new identification process is appropriate, the ongoing goal remains to increase the identification of our under represented populations.

Curriculum and Instruction

In addition to the 4-week GATE Summer School program which is a result of the collaboration of the Consortium of three school districts, each new curriculum adoption provides opportunities to integrate challenges and enrichment for our GATE students. Parents find this to be a strength as we are able to provide equal access for all students, supporting at-risk students yet challenging our GATE students. Ongoing Professional Development is provided as new instructional materials are adopted. New technology programs individualize curriculum and engage students in an area they are interested in.

An area of need continues to be differentiating the curriculum to keep GATE children challenged and engaged in learning. Professional Development bridges this gap and continues to be an ongoing goal.

Social and Emotional Development

An important focus is given to providing on-going counseling support to GATE students who are at-risk socially and/or emotionally. A strength is the Character Education programs provided at each school. Professional Development in the area of Bullying unique to the GATE student made principals and staffs aware of this aspect. Other professional development on internet safety and enrichment support teachers and provide training in strategies to support students in the classroom.

Instruction and support for the GATE student’s social and emotional development is an ongoing goal.

Professional Development

Professional development is provided in a variety of ways and at varying levels for teachers. We strive to customize our professional development because not all teachers have the same needs. A strength is the BTSA program that supports new teachers with strategies and best practices for GATE students. Staff development for new curriculum adoptions is also a strength since it provides opportunities for challenging our GATE students.

Continued professional development is an on-going goal.

Parent and Community Involvement

Evaluation of this component reveals much strength. During Summer School, parents are involved in the “Morning Round-Up” before classes begin to hear the latest GATE “news”. This morning activity welcomes parents, students and teachers at the beginning of each Summer School day and sets a positive tone for the day and for the entire program.

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Parents also enjoy being involved as parent volunteers in the program. Through the district website, Principals' newsletters, and updates at the Superintendent's GATE Advisory Committee, parents are provided important information.

Communication and inclusion of parents in the GATE program are ongoing goals.

Program Assessment

Program assessment is multi-layered and incorporates both formal and informal means. Disaggregated data from the STAR testing, district assessments, and classroom assessments are used to ensure that all GATE students are meeting and/or exceeding state standards. Informal teacher evaluation of student performance show a significant impact on student attitudes, inspiration to learn, motivation to problem solve, improvement in critical thinking ability, joy in creative and artistic projects and satisfaction in school program participation.

Because the teacher is the most important factor in student success, our goal will be to continue to focus on staff training and curriculum and instruction development on differentiation strategies and techniques.

Budget

The GATE budget is formulated based on the goals and objectives of the GATE Program with input from parents, staff and parents. GATE funds are used to address professional development, direct student services, district level coordination and the GATE student identification process. A strength is that by pooling the budgets of three districts in the Consortium, we are able to provide an award winning GATE Summer School Program and Career Speaker Series.

Our goal is to continue these two programs.