

# 2008-09 Gifted and Talented Education (GATE) Program Application

<p><b>Send original to be postmarked by <u>June 15, 2008</u>, to:</b>          GATE Program          Mathematics and Science Leadership Office          California Department of Education          1430 N Street, Suite 4309          Sacramento, CA 95814-5901</p> <p><b>Information:</b>          Application: (916) 323-5847      Program: (916) 323-5505</p>	<p><b>LEA Name and Mailing Address:</b>          Yosemite Unified School District          50200 Road 427          Oakhurst, CA 93644</p> <hr/> <p><b>County:</b>    Madera</p> <hr/> <p><b>County-District Code:</b> 20-76414</p>
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<p><b>Person Completing Application:</b></p> <p>Printed Name:    <u>Earlene Ward</u></p> <hr/> <p>Title:    <u>District Director of Special Programs</u></p> <hr/> <p>Phone:    <u>559-683-8801</u>      Ext.:    <u>338</u></p> <hr/> <p>Fax:    <u>559-658-2034</u>      E-mail:    <u>eward@yosemiteusd.com</u></p>	<p><b>Local Governing Board Approval:</b>          The local governing board has determined the most appropriate educational program for participating students (<i>California Education Code [EC] Section 52206</i>).</p> <hr/> <p><b>Date or anticipated date of local governing board approval of GATE application:</b>    <u>5-20-08</u></p>
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<p><b>Superintendent's Signature and Certification:</b>          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><u>Bill McCabe</u>          Printed Name of Superintendent</p> <hr/> <p>Phone:    <u>559-683-8801</u>      Ext.:    <u>348</u></p> <hr/> <p>Fax:    <u>559-683-4160</u>      E-mail:    <u>bmccabe@yosemiteusd.com</u></p> <hr/> <p>Signature of Superintendent _____      Date _____</p>	<p><b>Parent Participation:</b>          The district's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district GATE program (<i>CCR, Title 5 Regulations, Section 3831[j]</i>).</p> <hr/> <p><b>Optional: Signature of parent member on District GATE Advisory Committee or School Site Council.</b></p> <p>Signature _____      Date _____</p>
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<p><b>Check all that apply:</b></p> <p><input type="checkbox"/> LEA application includes one or more charter schools</p> <p><input type="checkbox"/> GATE included in School-Based Coordinated Programs</p> <p><input type="checkbox"/> LEA participates in GATE Consortium: Lead _____</p> <p><input checked="" type="checkbox"/> Indirect costs do not exceed 3 percent.</p> <hr/> <p><b>District Enrollment nt:</b>    <u>2350</u>      <b>Number of GATE Students:</b>    <u>273</u></p> <p><b>Grade Levels:</b>    <u>K-12</u>    <input checked="" type="checkbox"/> <u>K-8</u>    <input type="checkbox"/> <u>K-6</u>    <input type="checkbox"/> <u>9-12</u>    <input type="checkbox"/> <u>Other (Indicate)</u> _____</p>	<p><b>For CDE Office Use Only:</b></p> <p><input type="checkbox"/> Budget explanation</p> <p><input type="checkbox"/> Excessive carryover</p> <p><input type="checkbox"/> Meets Standards for:    1-Year    2-Year    3-Year    5-Year</p> <p><input type="checkbox"/> Denied _____</p> <p><input type="checkbox"/> Resubmitted _____</p> <hr/> <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	2940		Stipend for teachers
2000	Classified Personnel Salaries	4050		Instructional aide salaries
3000	Employee Benefits	626		
4000	Book and Supplies (including computer software)	12,906		Testing materials and instructional materials for IB and AP at high school; GATE books and supplies at elementary
5000	Other Services and Other Operating Expenditures	20,072		IB fees and special projects for gifted students at high school; special programs and projects for GATE students at elementary school
	<b>Subtotal</b>	\$40,594		
6000	Other Capital Outlay (including computer equipment)	\$12,509		Elementary carry-over to be used for computer equipment for GATE lab at Rivergold School
7000	Indirect Costs (maximum of 3 percent, excludes Capital Outlay)	\$1,010		3 percent based on 2008-09 allocation of \$33,655
	<b>TOTAL PROPOSED BUDGET</b>	\$54,113		
	Amount of GATE Carryover funds and description of how carryover will be spent	\$21,468		Elementary carryover = \$16,209, to be used for computer equipment and for additional GATE services and projects; high school carryover = \$5259 to be used for special projects for gifted students

Total funds available: \$33,655 2008-09 allocation; carryover \$21,468 = \$54,113

**School-Based Coordinated Programs**

If LEA includes GATE in any site-level School-Based Coordinated Programs (SBCPs), please provide the names of the schools participating and the amount of GATE funds allocated to each site. Attach additional lists as needed.

School	GATE Funds	School	GATE Funds

**GATE PROGRAM SERVICES**

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (EC 52206) Please indicate the GATE program services the district will provide by placing a check mark in the boxes below. Provide a brief description of each service provided.

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

**STUDENT IDENTIFICATION CATEGORIES**

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

Intellectual Ability X	High Achievement X	Specific Academic Ability X	Leadership Ability ____
Creative Ability X	Visual and Performing Arts X	Other ____	

**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)

II. Provide a response that describes the districts plan for a proposed GATE program that addresses the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students*. For one-year approval, address all Minimum Standards. For two-year approval, address all Minimal and Commendable Standards. For a three-year approval, address all Minimal, Commendable, and Exemplary Standards. (Limit 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 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.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The plan includes an intellectual component that meets or exceeds state content standards.</li> <li>b. The plan incorporates expert knowledge, is approved by the local Board of Education.</li> <li>c. The plan aligns with the available resources of the schools, staff, parents, and community.</li> <li>d. A GATE advisory committee representing educators, community members, and parents is formed to support the needs of the program.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms.</li> <li>b. Participation in the program is not limited by other problems of logistics.</li> <li>c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.</li> </ul>
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Administrative groupings and structures for gifted education may include cluster grouping, part-time grouping, special day classes and schools.</li> <li>b. Program services are integral to the school day.</li> <li>c. The program provides for continuous progress and intellectual peer interaction.</li> <li>d. The program provides for flexible grouping in the classroom to meet student needs and abilities.</li> <li>e. Children in grades kindergarten through grade two are served even if not formally identified.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The program structure and delivery of services provide a balance between cognitive and affective learning.</li> </ul>
1:3 The program is articulated with the general education programs.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The program provides continuity within the gifted program and with the general education program.</li> <li>b. A coordinator is designated for the program.</li> <li>c. The program involves the home and community.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, kindergarten through grade twelve.</li> <li>b. The program provides support services including counselors and consultants.</li> </ul>

**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)**

Yosemite Unified School District was formed July 1, 2006 when Yosemite Joint Union High School District and Coarsegold Union School District unified. Schools in the Coarsegold district had fed into the schools within the YJUHSD since that district opened its first school in 1976.

YUSD serves students from the foothill area of Madera County from the communities of Ahwahnee, Bass Lake, Coarsegold, Oakhurst, Raymond, and Wawona. Feeder districts into the YUSD high schools are the Bass Lake Elementary School District and Raymond Knowles Elementary School District. At the present time, students from the Chawanakee School District attend high schools in the YUSD while a high school is being built in that district. These students are from the communities of North Fork and O'Neals. The enrollment of the YUSD was 2350 at the end of the 2007-08 school year.

YUSD has a total of 12 schools: Two elementary schools (Coarsegold and Rivergold); two community day schools (Meadowbrook (elementary) and Campbell (high school)); one comprehensive high school (Yosemite); one charter (Glacier High School Charter); two continuation high schools (Mountain View and Ahwahnee); one independent study (Evergreen High); one home school - K-12 - (Yosemite Falls Education Center); and two necessary small high schools (Foothill and Raymond Granite).

The ethnicity of the district is: White, 78.5%; Hispanic, 10.4%; Native American, 6.9%; all others and unknown, 4.2%. There is a total of 13 Limited English Proficient students, or 0.55%, in the district; 7.78% of the students are classified as special education; and 27.7% are socioeconomically disadvantaged.

Yosemite High School is in its second four-year term as a California Distinguished School.

The GATE program within the YUSD serves students determined to be gifted and talented in the areas of intellectual ability, creative ability, high achievement, visual and performing arts, and specific academic ability. At the high school level, these are students in the International Baccalaureate, Advanced Placement and Honors programs. At the elementary level, these are students determined to be gifted and talented through multiple assessments and measures. These students are served through the IB, AP, and Honors programs at the high school level and through pull-out programs, differentiated instruction in the regular classroom, and through a Leadership Academy at the elementary school level.

**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.**

**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.**

**1:1 Minimum Standards**

- a. The GATE plan for Yosemite Unified School District includes an intellectual component with objectives that meet or exceed state academic content standards through classes in the International Baccalaureate program, Advanced Placement program and Honors program at the high school. These programs are aligned with, and exceed, state standards. The high school offers 18 IB classes, five AP subjects and Honors classes in freshman and sophomore English and world history. At the elementary level, services for gifted and talented students are planned and organized as integrated differentiated learning experiences within the school day.
- b. The plan is written with input from the IB/AP coordinator, site principal, counselors, IB teachers, teachers, site council (which is also the GATE committee) and uses the principles of the IB program at the high school level. It is approved by the district board of trustees and is available on the district's Web site ([www.yosemiteuhsd.com](http://www.yosemiteuhsd.com)) and in written form. All IB and AP teachers receive training through their respective programs. Elementary schools stress teacher training in differentiated instruction within the regular classroom, plus the application and use of this training within the regular classroom.
- c. The plan aligns with the available resources of the school, staff, parents and community and centers around the availability of the IB, AP and Honors courses at the high school. These courses are demand-driven and are board approved. New classes are added as requested by students and when there is sufficient numbers of students to make the class feasible. Teachers are selected based on academic background and credentialing. They are sent to program training prior to teaching the AP or IB class. The elementary schools have a campus pull out program where GATE students receive expert instruction in areas of student and parent interest. The specific offerings are determined each year by the advisory committee. Students select areas of interested based upon parent input and their specific areas of giftedness. Elementary schools also involve GATE students in leadership training through an off-campus program called Leadership Academy. The program affords students from the elementary schools with the same opportunities and programs.
- d. The School Improvement Plan (SIP) Council serves as the GATE committee and includes IB/AP teachers, teachers, classified staff, administrators, parents, students and community members. The SIP Council approves the GATE application, budget and plan. It is used as an advisory board on an as-needed basis.

**1:1 Commendable Standards**

- a. The district plan is available on the Web site and in written form.
- b. Participation in IB, AP and Honors classes is open to all students. These classes are held during the regular school day therefore there are no logistical problems with access to programs. Elementary classes are held during the regular school day through a pull-out program and the off campus Leadership Academy for which access is made available through the district.
- c. The GATE advisory committee meets monthly as part of the SIP Council. GATE-related issues are placed on the agenda for open discussion. The committee reviews student test data and approves the GATE application and plan.

### 1:1 Exemplary Standards

a. The GATE program includes a wide variety of courses that focus on creative ability, leadership and visual and performing arts. IB classes offered are: English 11 and 12, French 4 and 5, Spanish 4 and 5; Theater Arts, Film, Psychology 1 and 2, Theory of Knowledge, History of the Americas 1 and 2; Math Studies; Biology 1 and 2; Film 1 and 2; and IB studies. AP classes offered are: Studio Art, Calculus, Chemistry, Environmental Science, and Physics. Honors classes are offered in English 9 and 10 and world history as pre-IB classes. The IB requirements, such as community service, provide leadership opportunities for the students. Additional high-level programs are offered in such courses as the Regional Occupational Program (ROP) photo media class and the Environmental and Spatial Technology course. Both of these courses partner the students with community organizations and agencies that allow them to work on a professional level and produce professional projects that are used by agencies and organizations. At the elementary level classes include Creative Writing, Science and Technology, Critical Thinking, Information Literacy Skills, and Drama. Courses are selected each year based on parent input and specific areas of giftedness.

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

#### 1:2 Minimum Standards

- a. IB, AP and Honors classes are part of the high school's master schedule and are held during the regular school day. The part-time grouping in the IB, AP and Honors classes allows students to have peer interaction and collaboration. Gifted elementary students receive differentiated instruction within the regular classroom and in the pull-out program.
- b. All IB, AP and Honors classes are an integral part of the school day except Theory of Knowledge that meets during "zero" period. All elementary programs are held during the school day.
- c. The programs are a continuum of courses beginning with Honors classes for 9<sup>th</sup> graders and continuing through second year IB classes in several subjects. The classes provide for intellectual peer interaction and are supplemented by group activities, field trips and other related activities. At the elementary program the GATE enrichment classes are held sequentially from quarter to quarter.
- d. Flexibility is provided through the higher level (HL) and standard level (SL) IB classes and AP courses to meet individual student needs and abilities. The pull-out program allows for flexibility at the elementary level and the differentiated instruction in the regular classroom provides for flexible grouping.
- e. The advisory committee has recommended that all second and third grade students be assessed with the RAVEN intellectual assessment in the fall of each year. Multiple measures are used to identify children. Those in K-2 who are recognized as gifted in a given area receive additional enrichment and support on an informal basis.

#### 1:2 Commendable Standards

a. Multiple options are available for students to meet individual academic needs. Teachers and administrators work to make the programs flexible for students. For example, students who are pursuing the IB curriculum may not be able to fit a certain class into their schedule. They may arrange to sit in a regular class and work independently on the IB curriculum with outside assistance as needed from the teacher. All teachers allow flexibility for students to participate in field trips and other enrichment activities.

### 1:2 Exemplary Standards

a. “Very good writing and oral skills and respect for the literary heritage of the student’s first language are complemented by the international perspective given through world literature studies.” This quote from the IB curriculum shows the inclusion of both the cognitive and affective components of the programs offered at YHS. Classes ranging from psychology to the arts to math and science, provide a balance between cognitive and affective learning. At the elementary level, classes range from creative writing, to drama, science and technology, and critical thinking, providing that same balance between cognitive and affective learning.

### **1:3 The program is articulated with the general education programs.**

#### 1:3 Minimum Standards

a. Students in IB, AP and Honors classes also take classes in the general education program and teachers teach both the accelerated classes and regular classes. There is articulation within departments and across the curriculum. Part of the district’s graduation requirement is three years of career/technical education. Elementary students pursue their gifted studies within the regular classroom as well as in the pull-out program, providing a continual tie to the general education classes.

b. There is a designated part time GATE coordinator at each site and a district-level person who coordinates the application process and oversees the plan.

c. IB diploma candidates are required to complete a CAS (Creativity, action, service) component. This can include participation in theater or musical productions, sports or community service activities. For the most part, YHS students select the community service component. All YHS students must complete a community service project. Because these are done outside the regular school day, parents are directly involved. Parents also attend orientation meetings for the IB program and are involved in any decisions about their student’s changes in classes or programs. Elementary school parents help select the course offerings each year and community members are brought in from time-to-time to provide enrichment and special instruction.

#### 1:3 Commendable Standards

a. The program is planned to provide articulated learning experiences across subjects and grade levels throughout the district. There are cross-curricular projects involving literature and its historical context. High school students in IB Film work with many other classes in school as they produce videos upon teacher request. Multi-year IB courses are offered in English, Spanish, French, psychology, biology, and history. Additional courses are offered through the AP program in science, art and math. Fine arts courses are offered through IB theater and film and AP studio art. Elementary enrichment classes cover a wide range of subjects that enhance learning across the curriculum.

### 1:3 Exemplary Standards

a. The high school program is comprehensive and structured to meet the needs of students in all four years of high school beginning with Honors English 9 and progressing through a spectrum of classes that qualify students for a Full International Baccalaureate Diploma. Elementary programs provide differentiated learning at all levels and are sequenced from grade to grade.

b. There is a designated IB coordinator who serves as counselor to IB and AP students. They can also access the services of other guidance counselors on campus who have attended IB workshops. IB teachers have access to consultants through the IB

program. Elementary students receive support and guidance from the site GATE coordinator and from their classroom teachers who are trained in differentiated instruction.

## Section 2: Identification

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

<p><b>2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.</b></p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.</li> <li>b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services.</li> <li>c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.</li> <li>d. Students may be nominated for participation more than once.</li> <li>e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel.</li> <li>b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <p>No standards for this section.</p>
<p><b>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</b></p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.</li> <li>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</li> <li>c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.</li> <li>d. Transfer students are considered for identification and placement in a timely manner.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The identification tools used are reflective of the district's population.</li> <li>b. The district makes timely changes in identification tools and procedures based on the most current research.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.</li> <li>b. The diversity of the district's student population is increasingly reflected in the district GATE population.</li> </ul>
<p><b>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.</b></p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</li> <li>b. Upon parent request the district provides identification information the parent may take to a new school or district.</li> <li>c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <p>No standards for this section.</p>

**Section 2 – Identification – The district’s identification procedures are equitable, comprehensive, ongoing, and reflect the district’s definition of giftedness and current state criteria.**

**2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.**

2:1 Minimum Standards

- a. All students are eligible for IB, AP and Honors classes and for the GATE enrichment program at elementary school regardless of socioeconomic, linguistic or cultural background, and/or disabilities.
- b. Multiple measures of assessment are used to search for gifted students. These include standardized test scores, including Standardized Testing and Reporting (STAR), California Standards Tests (CST) and California High School Exit Exam (CAHSEE), recommendations from teachers, class grades and counselor recommendations. All data is stored on the school’s data management system and is accessible to ensure equal access to program services. The elementary GATE program also identifies students through the use of multiple measures. All students are eligible for screening and an appeal process is in place for students who do not meet the district-adopted criteria. Referrals are solicited from parents and teachers by the GATE site coordinators. The GATE Advisory Committee has recommended that all second and third graders be assessed with the RAVEN intellectual assessment in the fall of each year. Students are identified in the area of intellectual ability based upon a 95% score on the RAVEN or by a similar score on other types of intellectual assessments. Specific academic ability is identified through the use of the annual CAT6 testing. Students who score above 98 percent in a specific curricular area are selected for GATE. Students are identified in the area of high achievement by a combination of a 3.75 or higher GPA and a score of 90 percent or higher on the annual CAT6 testing. After assessments have been given, the Site GATE Coordinators notify students and parents and identified students remain in the GATE program from year to year. Students who enter from other districts are placed provisionally until they have been assessed by the GATE coordinators.
- c. Referrals are sought from classroom teachers, parents and counselors and from the Advancement Via Individual Determination (AVID) teacher, the English Language Learner tutor and the special education coordinator to assure that underrepresented students are served through the GATE program.
- d. There is open access to the GATE program and students may be nominated for participation multiple times.
- e. The staff is well informed about the IB, AP and Honors classes that make up the high school GATE program and about the characteristics of gifted students. All staff members district-wide are actively involved in screening and placement of students. Most of the students in the GATE program have been placed there through teacher recommendation in conjunction with an evaluation of test data. Any staff member may make a recommendation.

2:1 Commendable Standards

- a. School guidance counselors and counseling technicians have received IB training to assist them in appropriate identification of students. The site principal and all IB and AP teachers have received program training. The GATE coordinator attends multiple IB and AP training sessions. Elementary teachers are trained in differentiated instruction for use with the gifted students and in the regular classroom.

b. The district maintains an extensive collection of data on all students, including GATE nominees, through the data management system that is available to counselors, teachers and the GATE coordinator. Data is analyzed on a routine basis by the district's steering committee, management team and teachers. Students are reassessed on a periodic basis for inclusion in the program.

#### 2:1 Exemplary Standards

None listed

#### **2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.**

##### 2:2 Minimum Standards

- a. Counselors, teachers and the GATE coordinator work collaboratively to make final determinations on student eligibility for the program with strong reliance on testing data and teacher input.
- b. Extensive student records are maintained on the district's data management system. These records include standardized test scores, competency results, class grades, attendance, class standing and discipline records. All of these records, along with teacher and counselor input, are used to determine eligibility.
- c. All parents are notified about the IB, AP and Honors courses, and the GATE enrichment program through the Student/Parent Handbook that is updated annually and distributed to all students and parents at the beginning of each school year. Information about the waiver process for prerequisites is also included in the handbook. Additionally, parents can meet at any time with the GATE coordinator and/or site administrator to discuss their student. Any conflict that arises can be appealed to the principal then to the district superintendent and finally to the district board of trustees. Information on the Uniform Complaint Procedure is included in the student/parent handbook and is distributed to all staff members.
- d. Counselors work with transfer students on admission to determine eligibility for IB, AP and Honors classes and, based on transcripts and test data, make recommendations at the time of enrollment. Students who enter an elementary school in the district are placed provisionally until they have been assessed by the GATE coordinators.

##### 2:2 Commendable Standards

- a. Test scores, grades, teacher recommendation and parent input are the identification tools used. The district is approximately 79 percent white with a low number of socioeconomically disadvantaged students and a minimal number of English Language Learners (less than five students per year). Assessments rely on testing that was normed to this group. The school works closely with the Native American councils and uses their input for identification. The AVID program serves underrepresented students and those teachers make recommendations and help with student identification.
- b. The district superintendent and his designees attend workshops that keep them abreast of the most recent research involving identification tools and procedures. This information is shared with appropriate administrative staff and changes are made in a timely manner.

## 2:2 Exemplary Standards

- a. There are monthly department meetings at which time all teachers have an opportunity to recommend students. The district management team meets weekly and counselors and teachers are in daily contact with each other and with the GATE coordinator. IB teachers meet each semester to determine eligibility of candidates for their program.
- b. School data is disaggregated to determine the ethnic breakdown of the entire population and in various programs at school, including the GATE enrichment program, and IB and AP classes. The most recent disaggregation of data (from the 2006-07 school year) shows that there is an equitable distribution of students in these programs compared to the student body as a whole.

**2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the students and is periodically reviewed.**

## 2:3 Minimum Standards

- a. The high school holds a freshman parent orientation at which time information about all programs, including GATE, are presented. There is an orientation meeting for parents of juniors who are enrolled in IB classes. Parents of elementary students are made aware of the GATE enrichment program through orientation meetings and the enrollment process. High school students meet with their counselor annually to select classes for the following year. They are provided with information about accelerated class opportunities. Students can meet with the GATE coordinator at any time to receive information about classes. Each year, all students and parents are given a copy of the Student/Parent Handbook that contains information about the GATE program. The handbook is also posted on the district's Web site. Signed parent permission slips are on file.
- b. Upon transfer to another district, student transcripts are released to the new school. These transcripts identify GATE enrichment classes, IB, AP and Honors classes along with class standing, CAHSEE results, if applicable, and competency results.
- c. Participation in the GATE enrichment program, IB, AP and Honors classes is determined through a collaboration of teachers, counselors and the IB coordinator with input from parents. Determination of eligibility for participation is based on an analysis of test data and grades. Once identified as gifted, the identification remains although services may vary from year to year.

## 2:3 Commendable Standards

- a. Before any student is considered for withdrawal from the program, parents are contacted and parental permission is required for withdrawal. Before this level is reached, counseling sessions are held with the GATE coordinator with teacher input.

## 2:3 Exemplary Standards

None listed

### Section 3: Curriculum and Instruction

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

<p><b>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</b></p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.</li> <li>b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.</li> <li>c. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding).</li> <li>d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.</li> <li>b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.</li> <li>c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels kindergarten through grade twelve.</li> </ul>
<p><b>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</b></p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day.</li> <li>b. The differentiated curriculum is taught with appropriate instructional models.</li> <li>c. The differentiated curriculum is supported by appropriate materials and technology.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.</li> <li>b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.</li> <li>c. An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.</li> </ul>

**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.**

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

3:1 Minimum Standards

- a. GATE differentiated instruction in the elementary schools, and IB, AP, and Honors courses at the high school facilitate gifted students in their ability to meet or exceed state core curriculum standards. Through the IB program, students can earn a Full IB Diploma based on international standards and an externally moderated exam at the international level. The IB Standard Level classes exceed state high school standards and the Higher Level classes are recognized as college level work far exceeding state standards. Teachers in the GATE enrichment program at the elementary schools use accelerated curriculum and projects that engage students in higher-level thinking skills.
- b. The IB curriculum provides a rich balance of content including original research papers, demonstration of scientific research projects and language skill development. Each subject area includes the historical, cultural and intellectual contributions to the world. The array of IB and AP classes offered at Yosemite High School include the arts, mathematics, science, foreign language and social science, providing for the balanced development of critical, creative, problem solving and research skills and advanced content. Authentic and appropriate products come from research papers and community service projects. At the elementary schools, the GATE enrichment program is a balance of the arts, language arts, science, and critical thinking classes. Pull-out programs are determined by student needs with instruction in a multi-age setting with curricular experts who are hired for special activities, such as a lesson in poetry by a local poet. Professional volunteers are recruited at the elementary schools and, from time-to-time, they contract with curricular experts.
- c. The differentiated curriculum offered in IB and AP classes focuses on the depth and complexity of the subject, far more than the regular classes. The Higher Level IB courses are college level and help the students develop the critical thinking skills and academic skills needed to excel in a college environment. The Standard Level IB courses exceed the state academic standards. IB and AP courses allow students to advance at an accelerated pace and to use original expression in the IB research paper requirement and in community service projects. Elementary teachers are trained to use accelerated curriculum and projects that engage students in higher-level thinking skills.
- d. Through the IB program “Students are taught to be active learners, well-rounded individuals and engaging citizens, who gain practical experience of being part of an international community.” (<http://www.ibo.org/ibo/index/cfm>). The Mission Statement of the IB Organization states, in part, “The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” All high school students, not just GATE students, are required to complete a senior project that demonstrates the Expected Schoolwide Learning Results (ESLRs) that include being a critical and creative thinker, being an effective worker, being an effective communicator, demonstrating essential technology skills, being a community contributor and demonstrating basic living skills. Students are taught to do independent research and all classes reinforce the importance of original work. Teachers use turnitin.com to check for original work. The district has strict rules regarding plagiarism that are outlined in the Student/Parent Handbook.

### 3:1 Commendable Standards

- a. The multiple layers of curriculum provide gifted students with learning experiences appropriate to their needs. Multiple ways of achieving proficiency are provided to students in the IB curriculum. Extended learning opportunities are made available through independent research and community service projects. These allow students to pursue topics that are developmentally appropriate to their needs, interests and abilities.
- b. The curriculum at Yosemite High School has been developed to provide all learners with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. The original IB research paper, the Theory of Knowledge class, community service and the senior project are all activities that meet these criteria. The instruction model at the elementary schools is a small group model and is project oriented. GATE students also participate in leadership training through a Leadership Academy. They engage in leadership and teamwork activities that are designed to teach the importance of individual responsibility.
- c. All IB and AP courses include learning theories that reinforce the needs, interests, and abilities of gifted students, including abstract thinking and big ideas of the content area through thematic instruction centered around important ideas. The IB Theory of Knowledge class asks the big question, how do we know what we know? It is meant to help students to see the big picture of how all their classes relate and come together. The original research paper IB students must write also increases their abilities in these areas.

### 3:1 Exemplary Standards

- a. The gifted program at YUSD addresses the needs of students K-12. There is a clearly articulated curriculum that is aligned with California standards, and, at the high school, with IB and AP content standards. The scope and sequence of the program is reviewed and revised on a regular basis to make sure that the learning content, skills and products are current and meaningful. Revisions are made as deemed necessary by the GATE committee.

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

#### 3:2 Minimum Standards

- a. The courses for gifted students are part of the regular school day with the exception of Theory of Knowledge that is held during “zero” period.
- b. Teachers in the AP and IB programs receive special training to use appropriate instructional models. The GATE teachers at the elementary level receive special training as well.
- c. The curriculum for gifted students is supported by appropriate materials and technology. Each department that contains an IB course of study develops a budget that is necessary to sustain the curriculum. The elementary schools establish a budget for materials and site principals monitor the implementation for the training in each of the classrooms.

#### 3:2 Commendable Standards

- a. The curriculum paths in each area of study at the high school level are a four or five year sequence leading to the culminating examination and/or research paper. For example, students can take IB French 5 and IB Spanish 5 that provide continuity and comprehensiveness of learning in those areas. In the area of mathematics, they can take IB Math Studies, and AP Calculus. Science offerings include IB Biology 1 and 2, AP Chemistry, AP Environmental Science, and AP Physics. Honors English classes are offered in

grades 9 and 10 and IB English is offered for grades 11 and 12. Social science classes include IB History of the Americas, and Honors World History. Two years of IB Psychology are offered. Fine arts classes include IB Theater Arts, IB Film and AP Studio Art. The enrichment program at the elementary schools uses a multiage setting for the pull out program that allows year-to-year continuity and comprehensiveness of the learning experience.

b. The curriculum for gifted students utilizes a variety of teaching methods ranging from independent projects to group projects, teacher directed instruction and student instruction through presentation of projects and term papers. Small study groups are convened for test preparation and for group projects. Large group settings are used for lectures and instructional films. Students go on field trips to operas, theater, colleges and universities, film studios and other sites where they are exposed to authentic learning activities and experiences. Guest speakers are invited to classes to enhance the curriculum and to bring a real-world viewpoint to the students. Job shadowing programs are available within the local community and some students participate in internships. Community service projects and the independent research paper also add to the variety of teaching and learning patterns.

c. The YHS Library Media Center is an award winning facility that provides students with college level research capabilities and is funded to remain open until 5 p.m. Monday through Thursday. It is a charter member of the Library of California and is able to participate in the state's inter-library loan plan. The library has over 30 computers with high speed Internet connections and every classroom has at least one computer with Internet access where students can access 3000 IB education resources. Students can access library resources from home 24 hours a day via the Internet. The elementary schools have libraries and computer laboratories that allow students to work on independent projects and to research and learn beyond the walls of the classroom. Other resources include experts in a given field who visit classrooms, field trips to places such as those mentioned in the previous section and the original research done by students.

### 3.2 Exemplary Standards

a. Gifted students enroll in IB, AP and Honors classes for grade level or class learning. Extended learning opportunities are available on an individual basis through such things as community service, senior projects, original research paper, and individual trips to colleges or places of employment. Many of the IB and AP courses offer wonderful opportunities for individual learning projects including IB Film, IB Psychology, AP Studio Art, IB Theater Arts, and IB Theory of Knowledge. All students must demonstrate their individual learning skills through their senior project. Elementary students in the GATE program participate in multiage programs and they work with students from other schools in the Leadership Academy. Differentiated instruction is not only used for the GATE students, but within the regular classroom.

### 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])

<p>4:1 Actions to meet the affective needs of gifted students are ongoing.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.</li> <li>b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.</li> <li>b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</li> <li>b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home, or in the community.</li> </ul>
<p>4:2 At risk gifted students are monitored and provided support ( e.g. underachievement, symptoms of depression, suicide, substance abuse).</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.</li> <li>b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed.</li> <li>c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.</li> <li>d. Information and support are made available to parents regarding at-risk gifted students.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. At-risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.</li> </ul>

## **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**

### **4:1 Actions to meet the affective needs of gifted students are ongoing.**

#### 4:1 Minimum Standards

- a. All IB and AP instructors have received training through their respective programs and they receive follow-up training as well. Additionally, the principal, GATE coordinator, counselors and counseling technicians have received IB training. This training includes characteristics of gifted learners and their related social and emotional development along with curriculum training. Parents receive information during back-to-school night, at freshmen orientation and in private counseling sessions and parent meetings. All staff receives training on a variety of issues during the back-to-school in-service and during staff meetings, including students with special needs and ways to most effectively teach those students. Elementary schools support the social and emotional development of gifted learners by instructing teachers on the unique needs of GATE students. This training takes place on shortened days by outside specialists and the schools' GATE coordinators. Parents also receive training to help them understand the unique issues related to giftedness. If students are having difficulty they are referred to the school counselor who can set up small group or individual sessions.
- b. Yosemite High School has a career center with a fulltime career technician who assists students with college and career planning and determining college admission requirements. The career center hosts workshops to assist seniors in their transition from high school to college. The technician assists students in finding a career mentor and in job shadowing opportunities. She arranges for students to meet with advisors at their college of interest. Through the career center, there are fairs on campus, arranged by discipline or theme, where students have the opportunity to meet professionals in various careers. Field trips are arranged to various colleges and universities both through the career center and through individual classes. Guest speakers are invited to classes to discuss career opportunities. There is a College Night offered for all students where representatives from a wide variety of colleges, universities and technical schools come to meet with students and their parents on a one-to-one basis. The GATE coordinator also advises students on college opportunities and requirements. Elementary GATE teachers work individually with the GATE students to encourage them in their field of interest and to help them explore career and higher educational options. These students, along with all eighth grade students, meet with high school counselors to develop a five-year plan that covers high school and the first year after graduation.

#### 4:1 Commendable Standards

- a. Teachers receive training through IB and AP workshops and through other workshops regarding social and emotional development of gifted students. With guidance from the workshops they attend, and through collaboration with each other, they incorporate techniques to support affective learning in the classroom. The GATE coordinator is also available to counsel teachers and suggest different ways to support the gifted students. IB teachers have access to subject area experts and discussion sessions with teachers at IB schools throughout the world via the IBO Web site.
- b. YHS has three full-time guidance counselors, the GATE coordinator who is assigned to this position for 34 percent of his time and a full-time student support facilitator to help meet the social and emotional needs of all students. There is a peer mediation program in place on campus that is widely used by students who are having conflicts. The peer mediators receive appropriate training prior to being put in that position; they are supervised by the student support facilitator and the school's health education teacher. All of the district's counseling staff, administrators and teachers are knowledgeable about community resources and routinely refer students

who could be better served by those agencies. A Madera County Sheriff's Deputy is stationed at the high school campus full time and is a good resource for county agency referrals. Elementary school teachers receive training on the unique needs of gifted students from the GATE coordinators and from counseling personnel.

#### 4:1 Exemplary Standards

- a. The data management system used by district has a counselors' section where counseling services are documented. Teachers keep records of each student and the services provided. The principals have a student record system as well where documentation is filed. All support personnel who have contact with a student document it and file it in a confidential system.
- b. Counselors, the GATE coordinators, teachers and administrators regularly collaborate to provide interventions for gifted students at risk. Often, parents are also included in these collaborative sessions. When appropriate, the student is referred to community resources. Parents are an integral part of intervention strategies. Peer mediators may also be used. The student support facilitator is an additional resource for at-risk students as is the sheriff's deputy assigned to the high school campus.

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

#### 4:2 Minimum Standards

- a. All teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to the appropriate school personnel. IB and AP teachers receive additional training through their respective programs. Weekly opportunities exist for teacher training and each year the district's management team plans staff development, including guest speakers on a variety of topics of interest to staff. The close interaction between campus administrators, counselors, teachers, campus supervisors and other support personnel increase the opportunities to identify at-risk students and to facilitate proper intervention.
- b. Counselors and administrators are trained to make appropriate referrals for students at-risk. These referrals may be made internally to the student support facilitator, peer mediators, or counselors, or externally to agencies in the community as required. Many district personnel have been with the district for many years, thus they have an extensive network of support systems for the students.
- c. All considered at risk receive multiple opportunities for counseling and intervention. Students are not dropped from the gifted program because of related problems.
- d. The Student/Parent Handbook documents information about the support that is available to all students in the district who are considered at-risk, including gifted students. Parents may also meet with the GATE coordinator, the guidance counselors or administrators for support in helping their student. School staff will make recommendations to parents regarding community resources that could be of help.

#### 4:2 Commendable Standards

- a. Several plans are in place for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies. These include parent-teacher-counselor meetings where everyone comes together to discuss student issues. There are also Individual Education Plan (IEP) meetings that may be convened if necessary; these meetings include teachers, parents, counselors, and, if

needed, a psychologist. This also happens daily on an informal basis when teachers and counselors meet to work with individual students.

#### 4:2 Exemplary Standards

a. At risk gifted students are provided with specific guidance and counseling as needed to address their specific issues. When a student is identified as being at-risk, multiple strategies are available including, but not limited to, student study teams, personal counseling and independent study options. An intervention plan is developed that will most quickly guide the student back to a healthy social and emotional lifestyle. Guidance counselors and the GATE coordinator are involved in the intervention process.

## Section 5: Professional Development

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

<p><b>5:1 The district provides professional development opportunities related to gifted learners on a regular basis.</b></p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program.</li> <li>b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.</li> <li>c. Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.</li> <li>b. A district process to qualify teachers to teach gifted students is in place.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. A district professional development plan to accommodate different levels of teacher competency is in place.</li> </ul>
<p><b>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</b></p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience.</li> <li>b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.</li> <li>c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.</li> <li>d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.</li> <li>b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.</li> <li>c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned.</li> <li>d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.</li> </ul>

**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.**

**5:1 The district provides professional development opportunities related to gifted learners on a regular basis.**

**5:1 – Minimum Standards**

- a. All GATE teachers and coordinators receive training and keep themselves current in their areas of expertise. IB and AP teachers attend workshops provided by their respective programs that are correlated with defined competencies for teachers of gifted and talented students. The district also offers regular staff development meetings that are planned at the beginning of each year based on a yearly assessment of the needs of teachers. In addition to the staff development meetings, two days of staff in-service are held at the beginning of the school year and the elementary schools hold buy-back days at the beginning and end of the school year. The professional development component of these meetings is planned by a committee based on teacher needs to improve student success. Teachers meet in departments to discuss needs and issues and substitute teachers are sometimes hired so an entire department can have staff development on issues of particular importance. IB and AP teachers meet at the beginning of each year to go over issues, plans and needs for their programs and students. Training at the elementary schools follows the teacher / trainer model where they provide training to the entire staff with help from outside specialists.
- b. Staff members are surveyed each year to find out what their concerns are; this includes staff development opportunities. Staff members are also encouraged to recommend speakers for staff meetings or for the district in-service at the beginning of each year. There is also an informal feedback process from staff that helps the steering committee make revisions to the staff development schedule. IB and AP teachers share their thoughts about teacher training workshops with their peers and the GATE coordinator. These evaluations are used to determine whether other teachers will attend a given workshop.
- c. IB and AP teachers attend workshops planned by their programs; these workshops are conducted by professionals with knowledge and expertise in the area of gifted education. Experts in the area of gifted education conduct other workshops attended by teachers for the gifted program.

**5:1 Commendable Standards**

- a. All teachers are required to have a personal professional development plan. GATE teachers, IB and AP teachers are encouraged to focus their professional growth hours for credential renewal on gifted education.
- b. The district standards for qualifying teachers to teach gifted students are in place. Teachers must demonstrate depth of knowledge, be available for summer training and have demonstrated an ability to provide differentiated curriculum and instruction. The No Child Left Behind Highly Qualified Teacher guidelines further insure that teachers are qualified to teach gifted students.

**5:1 Exemplary Standards**

- a. The district level development plan to accommodate different levels of teacher competency includes individual professional growth plans. The district growth plan for gifted program teachers requires the teachers to attend training based on teacher needs and changes to the curriculum. Input from department chairs and individual staff member's annual evaluation guides professional development planning to accommodate different 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.**

**5:2 Minimum Standards**

- a. All GATE, IB, AP and Honors teachers have experience teaching gifted students and all have been to teacher training workshops through their program. They are insured the opportunity to attend program workshops and other pertinent workshops on a regular basis.
- b. The GATE coordinators have experience and knowledge of gifted education and have attended gifted, IB and AP training workshops. They attend workshops on an ongoing basis to stay abreast of current educational trends for the gifted student.
- c. All administrators, counselors and counseling support staff have been to IB training. Counseling support staff members also attend University of California workshops. All staff members receive training specific to their roles and responsibilities in the gifted education program.
- d. Administrators, counselors and support staff attend IB and AP conferences with teachers every two to three years. They also meet with teachers after they have been to the workshops to share information on new practices and procedures. They are also encouraged to attend conferences on gifted education at every opportunity. All staff attends the district in-service training and all elementary staff attends the buy-back sessions.

**5:2 Commendable Standards**

- a. The district supports teacher-to-teacher professional development through a variety of opportunities. There is ongoing collaborative work in the social science department for the IB program. English 11 and US History classes work collaboratively throughout the year. Teachers request meetings to collaborate and substitute teacher time is paid by the district to accommodate this training. The IB Film class and the EAST lab collaborate with many different teachers on projects. Experts are paid to conduct in-service training at the beginning of each school year and from time to time during staff development meetings. The elementary schools use the teacher / trainer model to provide training to the entire staff, often with the assistance of outside specialists. If a department has a specific need, professional trainers will be hired to come to the site for a workshop. The district has an annual budget for professional development opportunities.

**5:2 Exemplary Standards**

- a. All teachers assigned to teach IB classes are certified through IB training; all AP teachers attend training workshops prior to teaching the class. All teachers for the gifted hold the appropriate credential and many have advanced degrees in their subject area. All teachers for the gifted are NCLB compliant.
- b. The GATE coordinators are experienced teachers and/or administrators with special expertise in the field of gifted education. At the high school level, the IB/GATE coordinator attends specific training through the IB program. All GATE coordinators receive special training.
- c. Follow-up classroom activities are planned after in-service and professional development activities. Teachers apply the strategies and activities they have learned and they implement changes in curriculum following appropriate training. Following assessment, changes are made as required. Departments meet to analyze test data and to plan how they will improve student achievement.

d. There are many examples of support from inside and outside the district to meet the needs of gifted learners. As a member of the California IB Organization, YHS has access to a network of experts; support is also available from the IBO including detailed curriculum guidelines for each subject area. College professors are guest speakers in some classes. Community members are invited provide supplemental training in their areas of expertise.

## 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])

<b>6:1 Open communication with parents and the community is maintained.</b>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided.</li> <li>b. The district's state application is available to parents and the community.</li> <li>c. GATE parents are involved in the ongoing planning and evaluation of the GATE program.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation.</li> <li>b. The products and achievements of gifted students are shared with parents in a variety of ways.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Parents are involved in the development of the application and/or school site plans related to GATE programs.</li> <li>b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.</li> <li>c. Partnerships between the GATE program and business and community organizations are established.</li> </ul>
<b>6:2 An active GATE advisory committee with parent involvement is supported by the district.</b>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year.</li> <li>b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.</li> <li>c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. A parent member of the GATE advisory committee cosigns the district's state application.</li> <li>b. Parents participate in the GATE advisory committee which meets on a regular basis.</li> <li>c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.</li> <li>d. The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education.</li> <li>e. The district GATE coordinator and the district GATE advisory committee solicit community support.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.</li> </ul>

**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.**

**6:1 Open communication with parents and the community is maintained.**

**6:1 Minimum Standards**

- a. Parents are informed of the school's gifted program through the Student/Parent Handbook, Back-to-School Night, parent meetings, on the district's Web site and through meetings with school counselors. Translation is available through bilingual staff members.
- b. The district's state application is available in school offices, the district office and on the district Web site. Copies are available upon request.
- c. GATE parents are surveyed annually on school services, as are all parents of Yosemite High School students. GATE parents are among the members of the advisory committees for the GATE program. Parents may meet with the GATE coordinator at any time to express concerns and make suggestions. At the elementary schools, site coordinators meet with parents on a regular basis to discuss the needs of their children and to receive input from parents. Elementary GATE classes are determined based on input from parents.

**6:1 Commendable Standards**

- a. The school holds a parent orientation meeting for the IB, AP and Honors programs. Parents are sent copies of student test data, they receive progress reports every six weeks and they are welcome to request a teacher or coordinator meeting at any time.
- b. The products and achievements of gifted students are shared with parents and the community in a variety of ways. Test results are published in the local newspaper and in the district newspaper. Test data and overall performance is shared with the school board at a public meeting and the results are shared with the GATE/SIP committee. Parents are invited to sit on the senior project review boards. Individual stories of student achievement are published in the local newspaper and/or the district newspaper. Students are sometimes invited to share projects with local service clubs. GATE coordinators report on their program's progress at school board meetings.

**6:1 Exemplary Standards**

- a. The GATE/SIP committee assists in the development of the school site plan and the GATE application. Elementary GATE programs are determined through parent recommendation and input. Parents have been instrumental in helping improve the program through the years.
- b. Parents and community members supplement the core and differentiated curriculum throughout the district. Examples include participation in community service projects, mentoring, job shadowing, classroom speakers, internships, career day presentations, advisory committees and technical assistance.
- c. Numerous partnerships exist between the GATE program and businesses and community organizations, particularly at the high school level. The IB Film class has completed projects for the Madera County Sheriff's Department, Every 15 Minutes, the Sierra Historic Sites Association, Sierra Ambulance Service, Yosemite National Park, California Department of Transportation and more. Sierra Telephone hosts an awards dinner each year for the class valedictorians complete with several gifts for each student from local

businesses, organizations and individuals. Over \$300,000 is given in community awards and scholarships annually to graduating seniors. Multiple partnerships are formed when students work on the senior projects and community service projects.

**6:2 An active GATE advisory committee with parent involvement is supported by the district.**

6:2 Minimum Standards

- a. The GATE/SIP committee meets monthly during the school year; parents are members of the committee.
- b. The GATE coordinator shares information with the committee and welcomes collaboration on the program. Information is shared about educational opportunities for parents of gifted students.
- c. All parents are welcome to seek membership on the SIP/GATE committee. Members are elected to the committee after putting their names on the ballot. The district strives for demographic equity on all committees.

6:2 Commendable Standards

- a. The state GATE application is co-signed by a parent member of the SIP/GATE committee.
- b. Parents are members of the SIP/GATE committee which meets monthly during the school year. The elementary advisory committee, which is made up of parents, teachers, and administrators, meets quarterly.
- c. The SIP/GATE committee is informed of major changes within the GATE program.
- d. Professional development opportunities for gifted education staff are approved by the site administration and the school board. From time to time, the SIP council will approve funding to help pay for professional development opportunities.
- e. The GATE coordinator and IB, AP teachers solicit community support for the fine arts programs, for senior projects and for special projects on an as-needed basis. The GATE advisory committee at the elementary schools holds fundraising events with the PTA to expand the GATE offerings at the schools.

6:2 Exemplary Standards

- a. The district has 12 English Language Learners at this time, none of whom are in the GATE program. No parents of gifted disabled students are on the GATE committee at this time. However, when such students are in the program, there is a high level of parental involvement on a personal level. The parents of these students meet frequently with counselors and provide valuable information and assistance regarding their student and his or her condition. Parents of gifted special needs students are always welcome to apply for membership on the SIP/GATE committee.

### Section 7: Program Assessment

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

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

### Section 8: Budget

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

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification.</li> <li>b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</li> <li>c. There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget.</li> <li>d. Carry-over monies are minimal and maintained within the district GATE accounts.</li> <li>e. Indirect costs do not exceed state limitations.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.</li> </ul>

**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.**

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

#### 7:1 Minimum Standards

- a. There is a thorough annual evaluation of student achievement data by district administration, site administration, steering committee, staff, SIP/GATE committee and the district board of trustees. Based on an analysis of this data, there are modifications to curriculum and instruction as needed. Staff, student and parent surveys and/or needs assessments are also used to evaluate the program and to guide decision making.
- b. High school assessment is based on IB and AP external assessments, benchmark assessments and teacher-prepared tools. Goals are set each year by the district board of trustees; at the end of the year, the goals are evaluated and a determination is made whether or not they were met. New goals are set based on the outcome of the previous year’s goals. These goals are reviewed at the site level, reported to the superintendent and approved by the district board of trustees.
- c. Student performance is assessed through several standardized tests, questionnaires and authentic assessments. Senior projects and community service projects are also used as assessment tools in the IB program.

#### 7:1 Commendable Standards

- a. IB and AP teachers, the GATE coordinator, site administrators and district administrators are involved in the analysis of assessment data, all of whom have expertise in gifted education.
- b. Every course in the gifted program has clearly defined performance expectations. The schools’ ESLRs also list performance expectations for all students. The annual district goals set levels of achievement expected by the students.
- c. The IB program has a 7-point assessment scale that is clearly defined in each area of student performance. Many classes utilize rubrics for writing projects and performance standards are set for each class.
- d. The assessment process includes such strategies as student inquiry, collaboration and reflection. Multiple assessments are conducted throughout the year, both formal and informal. Many high school classes have adopted the use of Cornell Notes which assists students in the reflection process as they prepare for internal assessments. The staff had two in-service trainings on Cornell Notes.
- e. Test data is presented to the district board of trustees each year. The site principal presents the data and answers questions from trustees. Copies of the data are available to anyone upon request. Test results are published in the local newspaper, student reports are mailed to parents, and results are shared with all staff at the beginning of the school year.
- f. The district underwrites the cost of the external IB and AP examinations. Teachers are given release time to work on benchmark assessments.

### 7:1 Exemplary Standards

- a. The IB program is very prescriptive with specific criteria for internal assessments. The IBO provides procedures for internal assessment of student work. There are external assessments in both the IB and AP program. Benchmark assessments are utilized throughout the district. Rubrics have been developed by staff in many subject areas and are widely utilized.
- b. Test results are reviewed annually with disaggregated data. Areas of strength and growth areas are identified and a plan is put in place for improving strategies to improve student performance. All test data is carefully analyzed and reviewed each year and goals are established based on that data. IB staff members have the opportunity to question examiners to pin point areas of concern.
- c. The district pays steering committee members a stipend to work a few days during the summer to analyze test data, set goals for the next year and evaluate the progress toward goals the past year. Year round district staff is made available to assist with the test analysis and goal setting.

## **Section 8 – Budgets – District budgets for gifted programs support and provide for all the components of the district’s GATE program and meet the related standards.**

### **8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.**

#### 8:1 Minimum Standards

- a. GATE funds, IB incentive grant funds, Title II, SIP and general fund money are all used to support professional development, direct student services, district level coordination, instruction/assessment materials and the GATE student identification process.
- b. GATE funds are used for gifted students only and supplement the other funding sources.
- c. The district GATE coordinator is paid through the general fund. Elementary site coordinators are paid through GATE funds; high school coordinators are paid through the general fund.
- d. Carry over GATE money is minimal or non-existent. If there is a carry over it is rolled over into the GATE budget for the following year.
- e. The district takes 3 percent for indirect costs.

#### 8.1 Commendable Standards

- a. Site coordinators and the district coordinator are allocated sufficient time to oversee the program at their level. Funding comes from general fund and from the GATE grant.

#### 8.1 Exemplary Standards

- a. The district uses a number of funding sources to provide opportunities for gifted students to benefit from more than one categorical program. These funding sources include the Perkins grant for career technical education, including the IB Film class; Title II funds for professional development; SIP, IB incentive grant, technology funds, a variety of other grants such as the arts and music block grant, and instructional materials.

## APPENDIX I

### 2008-09 GATE PROGRAM EVALUATION

Local educational agencies (LEAs) are required to develop a plan for evaluating various components of their GATE program including an annual review of pupil progress and administration of the program and procedures for modifying the program based on the annual review. (CCR, Title 5, 3831[j][5][6]) LEAs submitting applications for renewal of their GATE authorization are required to submit a program assessment. (EC 52212[a][1])

LEAs submitting applications for renewal of their GATE program authorization are required to submit a program assessment. The assessment should include data and information related to the following: (1) Review of student academic progress, (2) Review of the administration of the GATE program, and (3) Procedures for modifying the district's GATE program based on the annual review(s). Provide an evaluation report that includes data and information identified in items 1-3 below. Include any additional data or information related to the district's program evaluation plan identified in Section 7 of the district's previously approved GATE application. (The evaluation report is limited to six pages.)

#### 1. Review of Student Academic Progress

Provide a brief narrative that summarizes data and information related to the academic progress of GATE students utilizing the Standardized Testing and Reporting (STAR) testing data or analyzing data over multiple years for one or more of the following:

- Analysis of the academic achievement of GATE students on the California Standards Tests (i.e., percent of GATE students scoring proficient and/or advanced on the STAR testing for English/language arts, mathematics, and science compared to overall district student results. Available at <http://star.cde.ca.gov/>.
- Analysis of the academic achievement of GATE students on the California Achievement Test (CAT 6) for grades three and seven (i.e., percent of GATE students scoring at or above the 50th and/or 75th percentile in reading, language, and mathematics compared to overall district student results. Available at <http://star.cde.ca.gov/>.
- Analysis of the academic achievement of GATE students on local tests compared to results for district students.
- Other information related to the academic achievement of GATE students.

#### 2. Review of the Administration of the GATE Program:

Provide a review of the administration of the GATE program that includes data for one or more of the following:

- Analysis of administrator, teacher, parent, and student satisfaction surveys and/or interviews related to implementation of the various components of the GATE program. (Do not attach surveys.)
- Analysis of the effectiveness of the district's 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 including the following:
  - Analysis of GATE student demographics data compared to district student demographic data (available at <http://data1.cde.ca.gov/Dataquest/>).
  - Analysis of socio-economic data for GATE students compared to data for district students, i.e., percent of identified GATE students on the Free and Reduced-Price meals program compared to data for district students. The district data for student participation in the

Free and Reduced-Price Meals program is available at <http://www.cde.ca.gov/ds/sh/sn/>/. Data regarding GATE student participation in the Free and Reduced-Price meals program is available at the district.

**3. Procedures for Modifying the District GATE Program Based on the Annual Review(s):**

Provide information regarding the district's plan for modifying the GATE program based on the annual review for each of the various program components listed below. Identify program strengths, needs, and improvement goals.

**Section 1: Program Design**

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

**Section 2: Identification**

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

**Section 3: Curriculum and Instruction**

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

**Section 4: Social and Emotional Development**

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

**Section 5: Professional Development**

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

**Section 6: Parent and Community Involvement**

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

**Section 7: Program Assessment**

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

**Section 8: Budget**

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

## Appendix 1 2008-09 GATE Program Evaluation

### 1. Review of Student Academic Progress

Information related to academic progress of GATE students utilizing the STAR testing data show that these students score significantly higher than the overall student population.

CAT/6 data for 2006 and 2007 for grades 3 and 7 show the percentage of GATE students scoring above the 75<sup>th</sup> NPR was over twice as high as the general population in the 7<sup>th</sup> grade. There were not enough GATE students tested in the 3<sup>rd</sup> grade for that data to be released. The comparison of 7<sup>th</sup> grade data for those two years is:

	Reading		Language		Mathematics		Spelling	
	GATE	All	GATE	All	GATE	All	GATE	All
<b>2006</b>	73%	31%	73%	31%	73%	37%	40%	15%
<b>2007</b>	67%	34%	75%	31%	75%	33%	46%	18%

California Standards Test data shows a similar trend. Data from the 2006 and 2007 CST shows the percentage of GATE students testing proficient and above is much higher than the scores for the total student population. While that data is too extensive to chart here, a summary is that in 2006 the percentage of high school GATE students scoring proficient or above ranged from a low of 36 percent for 11<sup>th</sup> grade students in chemistry to a high of 88 percent for 9<sup>th</sup> grade students in biology/life science while that range is from a low of zero percent for 11<sup>th</sup> graders in integrated science 2 to a high of 79 percent for 9<sup>th</sup> graders in biology/life science. At the elementary level, in many subjects over 90 percent of the GATE students scored proficient and above and 100 percent were proficient and above in 4<sup>th</sup> and 6<sup>th</sup> grade math, 7<sup>th</sup> grade English/language arts, and 8<sup>th</sup> grade algebra 1. The lowest GATE score in 2006 at the elementary level was 82 percent proficient and above in 4<sup>th</sup> grade ELA. The highest score for all students was 78 percent proficient and above in 2<sup>nd</sup> grade mathematics. The low score was 35 percent proficient and above in 5<sup>th</sup> grade science.

For 2007, the first year of unification, district scores for GATE students on the CST ranged from a high of 100 percent proficient and above in 5<sup>th</sup> grade mathematics to a low of 72 percent in 8<sup>th</sup> grade social science. The highest score for all students was 83 percent proficient and above in 8<sup>th</sup> grade algebra 1. The lowest score was 16 percent proficient and above in 11<sup>th</sup> grade chemistry.

## **2. Review of the Administration of the GATE Program:**

Yosemite Unified School District has a very high percentage of White students (78.5%) and a moderate number of socio-economically disadvantaged students (27.7%). The students in the GATE program are reflective of those numbers with 87.2% White, 7.3% Hispanic, 2.3% Native American, and 2.9% all others. Throughout the district, 10.4% are Hispanic, 6.9% Native American and 4.2% all others. Socio-economically disadvantaged students account for 17.2% of the GATE students while they make up 27.7% of the total district population.

All students, no matter what their socio-economic status, or cultural background, are welcome to participate in any and all programs within the Yosemite Unified School District.

The AVID (Advancement Via Individual Determination) program at the high school level works with students who have not been working to their potential. They receive special instruction and guidance and are encouraged to enroll in college preparatory classes and to meet the University of California A-G requirements. They are also encouraged to enroll in IB and AP courses and to challenge themselves.

In 2007, 79 percent of the 119 IB students who took the internationally scored external exams passed. These 119 students took a total of 150 tests. Perfect pass rates were achieved in higher level (HL) and standard level (SL) in English, HL and SL French, HL Spanish, SL Math Studies, and HL Film. The IB pass rates have increased every year since 2003, going from 68 percent that year to 79 percent in 2007.

## **3. Procedures for Modifying the District GATE Program Based on the Annual Review(s):**

### **Section 1: Program Design**

Upon annual review of test data, the school sites adopt school goals and the district adopts district goals for the next year; all of these are approved by the board of trustees. These goals set the expectations for the coming year in many areas, including assessments, and curriculum. GATE goals are based upon the site and district goals and include expected pass rates on STAR, CAT/6, IB, and AP exams.

#### **Program strengths:**

The GATE program includes students with many and varied interests and programs can be modified to meet the students' needs. Since we are in a smaller community, we have good access to community services and to the volunteer services of people within the community. Our programs can draw on these community resources to the benefit of all the students.

#### **Program needs:**

As a recently-unified district, we still need to articulate the elementary school and high school programs to a greater degree. There has been a tremendous amount of work required for the unification so all things could not happen immediately. The need to have more interaction between GATE students in all of the district's schools is one that is scheduled for the 2008-09 school year. Articulation has begun in many subject areas between the elementary schools and high schools and will continue.

**Program improvement goals:**

Establish a district-wide GATE advisory committee to work in conjunction with the site committees.

**Section 2: Identification**

Although all students receive information regarding the GATE program, including the IB and AP courses at the high school level, there needs to be more emphasis on engaging all ethnic groups and more active recruitment of these students.

**Program strengths:**

The percentage of Hispanic students in the GATE program is close to the percentage of Hispanic students enrolled in the district. Counselors at all schools in the district encourage students to become involved in accelerated programs, including IB and AP. Numerous opportunities are available for parents and students to learn about the GATE program and what it offers students.

**Program needs:**

Work more closely with the Native American population to bring the percentage in GATE closer to the percentage of students in the district. We have begun working more closely with the tribal council in the area and have established a parent committee to help in this process.

**Program improvement goals:**

Increase the percentage of Native American students in the GATE program, including IB and AP courses. We are working toward this through the AVID program and through the parent committee for the Title VII (Native American education) grant.

**Section 3: Curriculum and Instruction**

Each year, test data is analyzed, course offerings are evaluated, and new courses are offered if there is enough interest. The GATE program, and all programs, is modified based on this information. All modifications are approved by site committees and then by the district board of trustees.

**Program strengths:**

A wide variety of courses are offered to the gifted students. The IB program at the high school is one of very few in the central valley of California. Students can earn a full IB Diploma through the program at Yosemite High School.

**Program needs:**

There is a need for more articulation of courses between elementary schools and high school.

**Program improvement goals:**

A goal for 2008-09 is more articulation between the elementary schools and the high school GATE instructors and coordinators. This is an outgrowth of unification and is in the process of happening in several curricular areas.

**Section 4: Social and emotional development**

Many services are in place in the district to meet the social and emotional development of all students, including the gifted and talented. School staff members meet on a regular basis, and address any gaps they see in the support systems available.

**Program strengths:**

The district has many support systems in place, ranging from a student support facilitator to a district psychologist and counselors at the elementary and high school levels. Teachers are trained at staff development meetings to recognize signs of problems and to take appropriate action to find help for the student.

**Program needs:**

We have heard from Native American parents that they would like to see the schools do more in the way of cultural activities so students from all ethnic backgrounds could celebrate their unique cultures. This would benefit all students, including the gifted.

**Program improvement goals:**

Continue to offer support services for all students, including the gifted, and to continue to be sensitive to the special needs these students may have. Continue staff development and awareness in these areas.

**Section 5: Professional development**

The district has a commitment to professional development through budgetary support, staff in-service, school site in-service, and conferences and seminars. The GATE plan places a heavy emphasis on staff development. IB teachers have literally traveled the world to attend training sessions.

**Program strengths:**

The excellent professional development component in the IB and AP programs is a definite strength. Teachers, counselors, and administrators have received extremely valuable training through the years in a wide range of subjects. At the elementary level, the teacher/trainer model is particularly effective in training teachers to work with the gifted students in the regular classroom setting.

**Program needs:**

There is a need for professional development opportunities in teaching the gifted to be shared by elementary and secondary staff. Again, this is a work in progress since unification.

**Program improvement goal:**

Plan, and implement, professional development activities in gifted education on a district wide basis. This will be a discussion for the district advisory committee.

**Section 6: Parent and community involvement**

As the advisory committees look at the gifted programs, there is always discussion of ways to have more parental and community involvement. As new ideas surface, these are incorporated into the program.

**Program strengths:**

The district enjoys very strong community support for all programs at all the schools. Professionals within the community are always willing to participate at the schools and to share their expertise with the students. This is evidenced throughout the school year at all of the schools.

**Program needs:**

There is always a need for more parental involvement at every level of education. This is a continual topic of discussion at the site and district level. School staff understands that this is very difficult because most parents work and in this district many parents work over 50 miles from where they live, making it almost impossible for them to be at the school site.

**Program improvement goal:**

A goal is always to increase parental involvement.

## **Section 7: Program assessment**

The GATE plan calls for continual program assessment and modification of the program based on those assessments. This is a major focus during summertime site and district management meetings and during department and staff meetings as the new school year begins and the data from the previous year is available.

### **Program strengths:**

The district conducts a thorough analysis of all test data as it becomes available each year. This data is shared with all of the staff and with the district trustees. The data is used to set goals for the new school year, to modify programs, and to evaluate classes and services.

### **Program needs:**

It is difficult to make timely adjustments to programs because the test data is received in mid-summer after the master schedules for the next school year have already been finalized. Late state budget information is always a problem as the district tries to determine its direction for the next school year. More timely information would be very helpful in planning for the new school year.

### **Program improvement goal:**

A goal is to make any necessary changes in programs in the timeliest manner possible, based on the availability of achievement data and state budgets.

## **Section 8: Budget**

The district works within the budgets available for the GATE program. A variety of income sources are used to supplement the general fund contribution to GATE. These funds include Title II, IB grant, SIP, grant funds, and GATE funds. The plan calls for the advisory committees to work within the budgets allotted to the program and to make modifications as required.

### **Program strengths:**

There has always been a strong commitment at the district level to the gifted programs and there is strong support at the site level as well. Funds are allocated to the extent they are available to enhance the programs and to provide the services and support required to help the gifted students, and all students, reach their full potential.

### **Program needs:**

There is always a need for more funds to meet the needs of all students. A pressing need within the YUSD is more funds for technology.

### **Program improvement goal:**

A goal is for the district to avail itself of all funding sources available to enhance the educational opportunities for the gifted students, and all students. With the fiscal situation what it is at this time, the district will be actively pursuing all sources of revenue to provide as many educational opportunities as possible for the students.

## ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The district's written plan is available for public inspection. (*CCR*, Title 5, 3831[j]) Each LEA designates a person with responsibility for the development and implementation of the local program for gifted and talented pupils. (*EC* 52212[a][3])
2. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. (*CCR*, Title 5, 3831[b]) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. (*EC* 52206[c]) The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds. (*CCR*, Title 5, 3831[c])
3. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. (*CCR*, Title 5, 3831[j][9]) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the LEA prior to the pupil's participation in the program. (*Ibid.*, [f]) The LEA has a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the LEA from which the pupil transferred. (*CCR*, Title 5, 3831[j][3]) The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program. (*CCR*, Title 5, 3831[i])
4. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (*EC* 52206[a])
5. GATE funds are used solely in support of the purposes of the GATE program described in *EC* Section 52200. Funds are used to supplement, not supplant existing state and local efforts. The LEA's indirect cost rate is 3 percent or less. (*CCR*, Title 5, 3870) Each participating LEA shall maintain auditable records. (*EC* 52212[b])
6. Each LEA submits a program assessment with each renewal of its GATE authorization. (*EC* 52212[a][1]) The quality of existing programs for gifted and talented pupils is maintained and/or improved. (*CCR*, Title 5, 3831[d])

## ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

1. The school site council has developed a school plan that includes a description of..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." (*EC* 52853[a]) The school site plans have been approved by the local governing school board and are available to the public and the State Superintendent of Public Instruction. (*EC* 52850)
2. The district governing board determines the portion of the district's grant pursuant to Chapter 8 that will be allocated to schools for inclusion in the school budget. (*EC* 52857 et. seq.) GATE funds are used solely in support of the school site plan. (*EC* 52886[c]) Funds are used to supplement, not supplant existing state and local efforts. (*EC* 52852.5[c])