

Jurupa Unified School District Gifted and Talented Education (GATE) Application 2007-2008

District Overview

The Jurupa Unified School District (JUSD) is located in Riverside County. The district consists of 16 elementary schools, 3 middle schools, 2 high schools and one more scheduled to open in the fall. There are also 2 continuation high schools and one community day school. There are a total of 20,604 students enrolled throughout the district. The district's diverse student population is comprised of 74.6 % Hispanic or Latino, 19% White (not Hispanic), 3.3% African American, 1.2% Asian, 2.08% Pacific Islander, and 0.3% of American Indian or Alaskan Native. There are 28 identified languages spoken by students enrolled in the district. English learners make up 37% of the total student populations (the great majority of whom are Spanish speakers). 81% of the student population receives free or reduced lunch. Currently JUSD has 1,631 students identified as GATE participants, and continuously works on the identification of such students. Thus, our numbers can change from day to day.

The mission of JUSD is to educate each student to the highest levels of academic achievement and prepare students to succeed in life. The district recognizes the importance of addressing every child's needs and especially those of our gifted students. We work on a constant basis in finding the best researched instructional practices to bring to our kids in a consistent basis. All schools align their GATE program activities with the district's GATE plan. Because of the district's commitment to this group of students they not only support it in instruction but financially as well. The program is under the direction of the Director of Language Services and Student Programs who is responsible to oversee the program and ensure appropriate instruction and programs are offered to our students. In addition there is a full time teacher on special assignment whose position is paid through GATE and general funds. This teacher is responsible for testing, professional development, assisting classroom teachers, and site coordinators. With the acknowledgment that the best way to serve our students is by preparing and supporting teachers to work with our gifted students, the district has a series of professional development which teachers are being provided with. There is some professional development developed by the district resource teachers, some by the Riverside Office of Education (RCOE), some by the University of California Riverside (UCR), and some by Mr. John Deelantsheer. All of the different professional development being offered is being paid by at least three different sources: GATE, general fund, and Title II. Title I is also supporting some of the parent support group planned for the 2007-2008 school year. We are constantly researching for best practices in the area of gifted education. Thus, we have implemented blanket testing at the third grade level which assists us in identifying students who may otherwise be overlooked. At JUSD, we like to see each child reach their potential and therefore will continue to look and evaluate the program to improve wherever it is necessary.

1. Program Design

How does your district 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?

Jurupa Unified School District provides a comprehensive continuum of services and program options that are responsive to the needs, interests, and abilities of gifted students and based on philosophical, theoretical, and empirical support. The plan was constructed with input from school site GATE coordinators, teachers, administrators, and the District GATE Advisory Committee, which meets a minimum of four times annually. The Jurupa Unified Board of Education approved the plan on June 4, 2007. Copies are disseminated to school sites and advisory committee members. They are available for inspection in the Education Services Department. Key components of the plan, upon approval by the State, will be placed on the district's website, in the GATE Program Brochure, and in individual sites' Parent Handbooks. A district GATE Coordinator oversees the implementation of the plan and its compliance with State guidelines.

All schools have aligned their GATE program activities with the district's GATE plan and the goals of their individual site's Single Plan for Student Achievement. Site plans are reviewed by their parent advisory committee, either their School Site Council at the secondary level, or their GATE Advisory Committee, for elementary schools serving a larger number of students. Sites align their available resources based upon this plan, which was informed by student achievement data, student, staff, and GATE Advisory committee input, and/or direction from their School Site Council.

Philosophy: The mission of Jurupa Unified School District is to create for our students a dynamic learning environment that is safe, healthy, and based on mutual respect, cooperation, and support among students, staff, parents, and the broader community. Staff and parents serve as educators and positive role models for all students by helping them develop a sense of responsibility, character, creativity, and the skills to become successful, productive citizens of our democracy.

The goals of our GATE program support this mission and include the following:

1. All students participating in the Gifted and Talented Education Program will meet or exceed State academic content standards.
2. Gifted and talented students should have opportunities to interact with peers with common abilities, talents, and interests as well as with peers of varying skill levels, talents, and interests.
3. Teachers of GATE students will participate in ongoing staff development and provide opportunities for students to demonstrate what they know and are able to do, particularly in their area(s) of giftedness.
4. The district plan will be reviewed annually by site and district staff and parent advisory committees and revised as needed. The plan will comply with State requirements and District assurances and include opportunities for sites to individualize components based on their students' strengths and needs.
5. The GATE program is open to any student meeting the identification criteria. Student participation is not limited by achievement barriers such as language, learning disabilities, environmental factors, or logistics.

Grades K-2

Students in grades K-2 are not formally assessed for participation into the GATE program. However, through observation of behavior and participation, and from work samples and parent input, teachers identify children who exhibit characteristics of gifted students. Schools cluster students as much as possible and given the student-teacher ratio of 20:1, teachers are able to meet the needs of exceptional students. Through professional development we will continue to address the attributes of possible gifted K-2 students to assist teachers in identifying students who are gifted along with strategies to help address their special needs.

Grades 3-6

Students in grades 3-6 are assessed through multiple measures noted in Section 2, and upon identification, they are served through clustering with teachers identified as capable of serving gifted learners (through our certification programs our goal is that soon all teachers of gifted students are either certified or working towards certification.). Grouping students with their intellectual peers avoids negative effects on self-esteem and self-criticism (Gross, 1989). Where clustering due to numbers is impractical, students are served with a part-time grouping structure and with differentiated instruction by their regular classroom teacher. Teachers differentiate instruction in core content areas of math, language arts, science, and social studies, where appropriate, based on the individual learners' strengths and needs. In addition, sites provide supplemental services in several ways: part-time classes where students are grouped for enrichment activities based on their program and needs; before and after school classes for tutoring, if needed, extended learning opportunities that provide additional complexity and novelty of state standards, or activities that develop creativity in the visual and performing arts.

Grades 7-8

In the middle schools, GATE students have advanced classes available in ELA, math, science and social studies, and may be clustered in other classes. In addition, the schools also offer after-school programs that provide extended activities in other disciplines. Some examples of these are domestic or international tours and field trips that include museums, universities, and aquariums. Middle school students and parents meet with the high school guidance coordinators in the spring to learn about high school and college requirements. GATE students are recruited into honors and advanced classes at this time.

Grades 9-12

In high school, GATE students are recruited into Algebra or Geometry, honors/AP English Language Arts, and/or Biology. The offering of advanced classes continues through each grade level to the senior year with offerings such as Honors or AP English Literature, AP World History, AP Calculus, Honors Chemistry, AP Physics, AP U.S. History, AP Foreign Language, and other honors and AP classes based upon enrollment. This includes classes such as AP Art History and AP Music Theory. Guidance coordinators and teachers are given a list of identified students in order to encourage participation and monitor progress. Other students identified as having high achievement, specific academic or intellectual ability may also be placed in these classes. The principal has discretion in scheduling to ensure fiscal accountability. Some students are selected for concurrent enrollment in community college classes, based on their interests.

In addition we are currently in the planning and recruitment stages for the piloting of a Junior Scientist Program. We are soliciting students and teachers who are interested in participating in this program. Once students and teachers are identified they will be connected with UCR’s disciplinary scientists who will act as mentors and provide opportunities for students to further explore the sciences and allow students to learn in-depth material in the specific area of interest. Contact has already been made with Scientists from UCR and they have very responsive to this program. We see this program as great potential for those students whose intelligence may focus in the sciences.

All sites provide activities that involve parents and community members in their students’ learning. To ensure equal opportunities, specifically designed programs are offered to gifted students district wide throughout the year. These are programs such as History Day and district wide institutes which cover art, mathematics, history, finances, and leadership skills. All GATE students are invited and encouraged to participate in the district Science Fair, Spelling Bee, Art Fair, and Music program.

2. Identification

Which of the following categories will the district use in identifying gifted and talented students, and what criteria will the district use to identify in each category? Describe how your identification procedures are equitable, comprehensive, and ongoing, and how they reflect the district’s definition of giftedness and its relationship to current state criteria.

Intellectual Ability (required)

Creative Ability

Specific Academic Ability

Other (please describe):

Leadership Ability

High Achievement

Performing and Visual Arts

Jurupa Unified School District uses a process to identify students for the Gifted and Talented Education Program based upon multiple criteria. All students are eligible for nomination into this process regardless of socioeconomic, linguistic, cultural background, and/or disabilities. Currently, 1,631 JUSD students are identified as GATE program participants. Of these students, 37% are white, non Hispanic; 55% are Hispanic/Latino; 2% are African American; 2% are Pacific Islander; 3% are Asian and .31% are Native American (overall there are 60 students in the district of Native American decent); 865 are females and 766 are males; 45 are English language learners (Els) and 91 are students with disabilities. We believe the newly established blanket testing will increase the number of students identified who are either Els or in special education. The district GATE Coordinator monitors the Identification process, seeking a balanced representation and helping recruit underrepresented subgroups such as students with learning disabilities or physically challenged.

In the fall, each site’s GATE Coordinator trains staff on the identification process and nomination forms. Principals receive training during principals’ meetings. Teachers or parents may recommend students because of their superior achievement on state tests, which include the California Standards Tests (CST), and the national norm referenced test, the California Achievement Test (CAT/6). In addition, counselors, guidance coordinators, administrators, or community members who note exceptional achievement may also refer students.

*Furthermore, teachers may nominate a student based upon observation of student behavior and work that demonstrates a student's exceptional ability in leadership, creativity, or excellence in the visual or performing arts. These last three categories are weighted on the identification forms and contribute to a student's identification in the category of High Achievement.

Besides achievement data, the identification forms include a parent survey and teacher survey, asking questions that provide a complete picture of the student's abilities, strengths, interests and needs. This multifaceted identification criterion also includes recognition of performance inhibitors caused by environment, culture, language, economic or health disadvantages, and learning disabilities. The scoring process helps to ensure students are not overlooked because of these barriers. In addition, the 2006/2007 school year was the first time JUSD implemented third grade blanket testing to ensure equity to all students.

In an effort to meet the needs of our diverse student population, JUSD researched the various assessments available and officially changed from using the RAVEN to using the Naglieri Nonverbal Ability Test (NNAT) during the school year 2006-2007. The NNAT is a brief, culture-fair, nonverbal measure which ensures fairness across gender, race, and ethnicity.

The site's GATE coordinator initially screens nominations, acquires parent permission, and ensures information is complete and accurate. The coordinator may then recommend the student for assessment which is conducted by qualified certificated personnel. Students meet qualification for "Intellectual Ability" based upon the scores received on this assessment.

The site GATE committee reviews the results and all forms before making a final recommendation and submitting paperwork to the district GATE Coordinator for a compliance check, review, and final processing. Parents are notified of the results in writing in their primary language and of information regarding the appeal process which includes an alternate assessment. Final parent approval must be received before placement in the site's program.

Students remain identified while in the Jurupa district, although services may change from year to year, based upon individual needs, parent request, or a change in the site's goals and objectives. The site coordinator meets with parents and students before any change is initiated. Before any student would be considered for complete withdrawal from the program, the Site Coordinator must review information about the student with the parent and implement interventions. After a variety of interventions are implemented the Site Coordinator will meet once again with the parents to review the student's progress. The District Coordinator may be part of the review if necessary. A student entering Jurupa from another district's GATE program will be considered for placement upon receipt of the assessment information and review by the site's GATE committee. All students should complete the referral process no later than 45 days after request is made. Students going to another district take with them a copy of the GATE Identification Form located in the student's cum file.

3. Curriculum and Instruction

How does your district develop differentiated curriculum, instructional models and strategies that are aligned with and extend state academic content standards and frameworks? How is the differentiated curriculum offered in your district related to theories, models and practices from the recognized literature in the field? Include specific examples that illustrate how this standard is implemented in your district.

Teachers provide differentiated curriculum to GATE students by first assessing their level of mastery of the core curriculum of State content standards using both formative and summative measures. At the beginning of the year, teachers are provided with their students' CST scores, EL proficiency levels and any other applicable data to assist them in planning appropriate instruction.

In grades 2-6, students take district criterion referenced tests in English language arts and math three times a year. The Houghton Mifflin Summative Tests are administered four times a year in grades 1-6. Results are provided for individual students and the class as a whole, and give an item/standard analysis, pinpointing specific skills that are strengths or weaknesses. Middle school and high school students take a combination of school site created benchmark assessments along with our district criterion referenced tests. In addition, classroom diagnostic assessments help determine students' reading and comprehension levels. Using this information, teachers provide appropriately challenging material, literature, and activities that develop learning opportunities that involve acceleration, depth, complexity, and novelty.

As mentioned in Section 1, core instruction to GATE students occurs within the school day. Teachers have been receiving continuous training in differentiated instruction through a variety of venues. Some examples are trainings provided by Riverside County Office of Education and our own professional development presentations 'Embracing Giftedness' which are presented on a yearly basis. Teachers also have access to the GATE District Library established at the media center. Some examples of the topics available are: meeting the standards, how to differentiate, and the characteristics of gifted children. In grades 3-6, teachers use a GATE Progress Report card which besides assisting teachers in reporting to parents, it assists them in accelerating and compacting curriculum. Subject-based acceleration for gifted students produces moderate to high achievement gains, according to a study by Rogers, (as cited in Neihart, Reis, Robinson, & Moon, 2002). However, teachers consider each student individually to ensure they provide the appropriate magnitude and process of acceleration.

In addition, K-12 teachers collaborate in grade level teams or by core subject depending on grade level, to design projects and provide opportunities for GATE students to work individually or in groups, learning novel and complex concepts. Newly adopted ELA series for K-6, Houghton-Mifflin, includes a Challenge Handbook with projects and activities that extend learning for students capable of advancement. Training in using these materials has been done through AB466 and Riverside County Office of Education. Training by the county was specific to utilizing the series with gifted students. All secondary sites recently purchased new ELA textbooks by Prentice Hall and these also include supplemental materials that provide challenge activities for accelerated learners. And of course, we also provide the opportunity for our students to thrive in the many AP courses at the secondary level.

Teachers of GATE students work together to develop and share lesson/unit plans that extend learning. In order to document each GATE student's achievement levels and progress, teachers of 3-6th grade students use a GATE progress report card to document achievement. The progress of secondary students is monitored via the various assessments administered throughout the year and grade progress reports.

JUSD has required AB466 training for teachers district wide, providing all teachers with skills and strategies to differentiate instruction in every classroom. Teachers have also been trained in the Step Up to Writing program which helps teachers focus and improve student writing at every ability level.

In addition to daily instruction at their levels, GATE students are provided with opportunities to use computers for word processing, writing applications, and research. This is accomplished through the use of computer labs, wireless laptops, or classroom computers. Schools also provide GATE students opportunities to increase social skills on field trips to cultural events such as plays, lectures, and concerts. Many schools select specific field trips designed to benefit our gifted students. Last year, all elementary students participated in a field trip to hear the Riverside Philharmonic in a special daytime concert for schools throughout Riverside County. Many school sites provide an after school enrichment program that includes fine arts activities.

Counselors and Guidance coordinators at the secondary level provide academic counseling on graduation and college requirements, and work with students and parents to assure GATE students maintain appropriate classes to meet their post-secondary goals, kept by the guidance coordinator in the students working file. Orientations at the middle and high schools keep parents informed of college opportunities and financial assistance programs.

GATE coordinators are provided with [A GATE Coordinator's Handbook](#) that includes instructional models using Bloom's Taxonomy, Dr. Roger Taylor's Wheel, Learning Style Inventories, a Multiple Intelligence Assessment & corresponding activities, a copy of *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner, and/or other instructional models.

4. Social and Emotional Development

How does your district 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?

Jurupa Unified School District recognizes the social and emotional needs of gifted learners and provides opportunities for students to increase responsibility, self-awareness, and other areas of affective development. Every fall, teachers will receive additional training on how to support the affective development of GATE students, on recruiting students into GATE, on youth development activities, and on helping GATE students engage in setting goals.

Previously, teachers from each site were trained on the 40 Developmental Assets and took the strategies back to share with their site staffs. The district will again offer this training to teachers and this time it will also be offered to parents. The Search Institute's research focuses on young people's strengths and strategies for increasing these strengths in order to develop resilient youth.

Our goal is to increase our parents' involvement by consistently providing training and support; thus, a parent support group utilizing the SENG (Supporting Emotional Needs of the Gifted) model will be implemented in the 2007/2008 school year.

GATE students may be referred to the site's Student Success Team when exhibiting at risk behavior or not meeting the expectations of their program placement. Interventions are developed in consultation with the classroom teacher, parent, and student, where appropriate. Sometimes, gifted students develop a stronger sense of perfectionism (Winnebrenner, 2001), and can experience feelings of anxiety or depression. The district's Student Assistance Program provides a therapist to work with students, upon parent permission, in crisis or recommended by their administrator due to at-risk behaviors. These therapists are also available to work with families, and they provide parenting workshops throughout the district. In addition, each site has a Caroline E. Wylie Center Outreach Counselor that is available 1-2 days per week to counsel students individually or in groups.

One area of awareness often underdeveloped for gifted students is that of recognizing their feelings and how to use them to grow (Webb, Meckstroth, & Tolan, 1994). The district prevention curriculum, *Too Good For Drugs & Too Good For Violence* in grades K-12, along with *Project Alert* and *Second Steps* as a supplement at the middle school level, teaches all students awareness of emotions, refusal skills, conflict resolution, relationship skills, and other life skills that assist students in affective development and making healthy choices. Resources are also available to teachers, parents and students through the GATE Library established at our district media center. There are various titles available on the topic of the social and emotional development of gifted students.

At the secondary level, students have opportunities to join student government, to participate in lunchtime and after-school clubs based upon their interests, and to serve on advisory groups. One of our high schools provides student support utilizing the Link Crew program which connects freshmen to qualified peer mentors. The goal of the program is to ensure a successful first year of high school for incoming freshmen. Both high schools provide community service opportunities through clubs, their economics classes, and student government. At both high schools, AP teachers facilitate clubs that provide opportunities for GATE students enrolled in those classes to socialize and support each other.

5. Professional Development

How does your district provide professional development opportunities related to gifted education to administrators, teachers and staff to support and improve educational opportunities for gifted students?

The Jurupa Unified School District provides ongoing training for teachers and administrators in strategies for working with gifted students through a wide range of professional development opportunities. All newly hired teachers are required to attend workshops including curriculum development and differentiation of instruction. Teachers new to the profession in our district participate in the Beginning Teacher Support and Assessment (BTSA) program. Through this program, teachers learn to identify gifted students and adjust instruction to meet individual

needs. As mentioned in section 3, JUSD has required training in AB466 Houghton Mifflin's English Language Arts and Mathematics, the Step Up to Writing Program. This year, training at each school site in the Marzano strategies was also implemented.

Teachers are regularly informed about and encouraged to attend a variety of other professional development opportunities throughout the year. This includes on-site staff workshops in identification, strategies and evaluation, the California Association for the Gifted (CAG) conference, AP trainings, local seminars by such presenters as Susan Winebrenner and Roger Taylor, as well as certification courses offered by UCR at our district and the in-house certification offered for teachers at all grade levels.

Staff members are surveyed annually to determine professional development needs. The results of this survey help determine focus areas, existing staff expertise and resources for future staff development. Our goal is to build district capacity in the defined competencies expected of teachers of the gifted, as identified in current research literature and effective practices. In addition, student assessment data is studied at both the site and district levels to identify trends in student achievement and areas of need by grade levels and departments. Site and district advisory councils, made up of parents, teachers, and administrators, also offer input as to professional development needs.

JUSD encourages teachers to complete professional growth hours for credential applications that focus on gifted education, such as the GATE certification program offered through the University of California Riverside at our district office. The ultimate goal of Jurupa's professional development plan is to ensure that teachers assigned to teach gifted students are qualified through available training and certification programs that develop gifted education competencies. In partnership with UCR, our teachers now have the opportunity to obtain their GATE certification by attending classes offered in our district. To make GATE certification more accessible we have now also contracted with Mr. John Delandtsheer of JD Seminars to offer an in-house certification program; which will provide professional development and certification to 35 teachers at the elementary level and 35 teachers at the secondary level, as well as additional professional development for administrators and counselors. Because at JUSD we understand the importance of gifted children receiving instruction at their level, we have made a commitment to support them in as many ways as possible. As an example, the in-house professional development and portions of the UCR program and the SENG model parent training are being paid from sources other than GATE funds.

A GATE District Library has been established for use by teachers, parents, and students. Resource books are available to teachers to support them in the appropriate instruction and social and emotional support of students.

Jurupa's GATE professional development survey serves to identify teachers who are willing to informally share their expertise and successful teaching practices with one another and/or act as peer coaches. Models of staff development that are most effective include a peer coaching structure (Guskey, 1997), so site administrators will provide release time each year for GATE teachers to meet, assess their programs, share strategies and resources, and plan for future programs. Elementary teachers have opportunities to meet during minimum day collaborative

meetings and/or optional staff development days. Outside support personnel, identified through the Riverside County Office of Education GATE Coordinators' group, local universities, the California Department of Education, CAG, and experts in the field from other organizations, will continue to provide further resources and training for GATE staff.

Finally, Jurupa's professional development plan includes training for administrators, counselors, and support staff that is designed to relate specifically to their roles and responsibilities in the GATE program. Training focuses on the characteristics of gifted learners, district identification procedures, GATE curriculum and instruction, social/emotional needs, effective programs, and available resources and support systems. Non-teaching staff will be encouraged to participate with teachers in the ongoing professional development program related to gifted learners. In addition, workshops are offered for parents of GATE students such as those offered at the Parent Community Fair. Some of the topics were Advanced Placement, Challenging our GATE Students, College Requirements, and Differentiated Instruction. Our goal is to continue to offer high quality professional development and parent support for the benefit of our students.

6. Parent and Community Involvement

How does your district provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of your program for gifted students?

Parents will be informed of the district's criteria and procedures for identifying gifted and talented students through individual school's Parent Handbooks as well as the GATE Program Brochure and fall GATE meetings at each school site. Key components of the District's program will be available on the District web site, upon State approval. The District's GATE application will be available at school sites as well as at the District Office.

The Jurupa Unified School District operates the GATE program as a district program and will continue to have a GATE Advisory Committee, which will be responsible for providing input on the GATE plan. GATE meetings will be open to the public. This year, the District GATE Advisory Committee consisted of the following members:

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| *Dawn Brewer | *Karen Vlahos |
| *Diane Hansen | *April Rounsaville |
| *Mike & Debbie Miklovich | *Tricia McMillan |
| *Valerie Rudolph (alternate) | *Robert Garcia (alternate) |
| *Cheryl Richards | *Paula Ford |
| *Ron Growsky | *Sandi Stevens |
| *Terry de la Vara (alternate) | *Rhonelda Lizarraga |
| *Patricia Lopez | * Maria Martinez |
| *Sonia Sanchez | *Shawna Crawford (alternate) |
| *Patricia Gill | *Magdalena Buenrostro |
| *Susan Newbold (alternate) | *Mary Teagarden |
| *Laura Roughton | |

This year, the District GATE Advisory Committee met four times with the following agenda items:

<p>October 5, 2006</p> <ul style="list-style-type: none"> • <i>Allocations</i> • <i>Brochures</i> • <i>GATE Institutes</i> • <i>Parent Resources and Survey</i> • <i>Call for Presenters</i> • <i>Staff Development for Sites</i> • <i>GATE Certification</i> • <i>Testing</i> • <i>Referral Forms</i> • <i>Book Lists</i> • <i>Binders</i> 	<p>December 7, 2006</p> <ul style="list-style-type: none"> • <i>CAG Conference</i> • <i>Parent Institutes</i> • <i>History Day</i> • <i>Student Institutes</i> • <i>Writing GATE Plan</i> • <i>GATE Newsletter</i> • <i>Staff Development Power Point</i>
<p>February 22, 2007</p> <ul style="list-style-type: none"> • <i>Third Grade Testing Updates</i> • <i>Scheduling of Other Test Dates</i> • <i>History Day Update</i> • <i>Institute Update</i> • <i>In-house Certification Program</i> • <i>Accelerated Math</i> • <i>Parent Institute</i> • <i>Summer Programs</i> 	<p>April 26, 2007</p> <ul style="list-style-type: none"> • <i>Review of GATE Plan/Application</i> • <i>Resources for Parents of GATE Students</i> • <i>Update on Third Grade GATE Testing</i> • <i>Meeting Dates/Agendas for Next Year</i> • <i>SENG Model</i>

Agenda items for the 2007-2008 year will include the following:

- Update on the GATE Program
- Site Presentations
- Academic performance data from the previous year
- Staff development updates
- Parent input on program modification
- Evaluation planning
- Annual report
- Evaluation and budget
- SENG Model Implementation
- Testing
- Parent Site Meetings
- Review Site Plans
- Program Evaluation
- Professional Development
 - Student Identification
 - Differentiation
 - Depth and Complexity Icons

Parents will be continuously involved in the planning and evaluation of the GATE Program through feedback at Parent-Teacher Conferences, surveys/inventories, and end-of-year evaluations. Parents will be involved in GATE activities at three levels: classroom (parent-teacher communication), school site (School Site Council or GATE Advisory meetings, interest inventories, program evaluation), and district (District GATE Advisory Committee). During the Parent Community Fair many seminars were offered specifically to parents of gifted students. Some examples are: Advance Placement, Challenging our GATE Students, and Differentiated Instruction for Grades Seventh through Twelfth.

Various assessment results and the GATE Progress Report (at the elementary level) will be used to keep parents informed about their student's program activities and areas of growth.

Elementary schools with more than 20 GATE students will maintain a GATE Advisory Committee made up of the principal, teachers and parents. They will meet a minimum of three times a year. The advisory committee will be informed of current research on gifted education through information from the district office and/or GATE coordinator, training sessions from GATE trained teachers, and information posted on the district's web site.

Efforts will be made to ensure GATE parents on the GATE Advisory Committees (district and site-level) are an accurate representation of the student population. Underrepresented parents of GATE students (including those with special needs such as English Language Learners or learning disabled) will be encouraged to participate. Each school will take into account cultural dimensions and linguistic differences, and be sensitive to the cultural issues. Provisions such as translators, transportation, childcare, and flexibility of meetings and times are offered to encourage broad parent participation. Parent communication is in both English and Spanish.

The district GATE Coordinator and Advisory Committee will solicit community support through options such as career field trips, guest speakers, donations, sponsorships, and judges for the school site and district Science Fairs, and History Day events. JUSD will capitalize on the talents of GATE parents by including a section on the interest inventory that will ask about hobbies, interests, and professions they might share with the students. Other resources may include financial contributions by parents or community members and volunteering time in the classroom. JUSD will attempt to establish partnerships between the GATE program and businesses/organizations. These partnerships may also include the entire school and be in the form of career mentors, teaching job skills, providing donations for school supplies and field trips, and/or similar to the adopt-a-school program.

7. Program Assessment

How does your district establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state standards)? How are the results of the data collected, including state standardized tests, used to assess the value and impact of the services provided and to improve both the program and gifted student performance?

Formal evaluation methods and instruments used to assess the performance of gifted students include the California Standards Test (CST), California Achievement Test (CAT/6), district

benchmark tests, CELDT scores, and quarter or semester grades. District assessments also include writing samples scored on a 4-point rubric. This achievement data is kept in our comprehensive student data management system and can be disaggregated by standard for individual students, classes, or by program. Thus, GATE teachers can pull up a list of their students' scores and determine progress towards achieving and exceeding State standards. In addition, the GATE Student Progress Report is required at the elementary level to help assess the effectiveness of teaching and learning for and by GATE students.

In addition to achievement data, our evaluation also includes enrollment numbers by school sites disaggregated by demographics, program implementation information, as well as informal instruments including the teacher, parent, and student surveys. In addition, each site will be required to annually submit an evaluation, a summary of how their site met compliance using the State's rubric questions.

The District's GATE Advisory Committee reviews site plans, achievement results, site input, and surveys. The matches and gaps are noted, and recommendations are made and brought back to Principals and site GATE Coordinators for modification. These recommendations are imbedded within this application. Annual results and any modifications to the plan will be shared with School Site Councils, GATE School & District Advisory Committees and the Board of Education. This application was approved by the Board on June 4, 2007.

8. Budget

How do district budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards? (EC 52209, 52212a1, 2, 3). Please be sure all itemized budget items are on page 2-3 of this application are explained. In addition, you may choose to provide a narrative.

Budget requests occur each spring based upon a calculation of anticipated revenue. The GATE budget includes 15% of a program Secretary and a teacher on special assignment (TSA) whose position is funded with 60% from GATE funds and 40% from the general fund. Some of the TSA's responsibilities are testing, professional development and teacher support. Funds are set aside for district coordinated staff development, GATE Coordinators meetings, conferences, and GATE Institutes. In addition, money for supplies includes creating and distributing the GATE Coordinators Handbook, the GATE Program Brochure, supplementing the GATE library, and third grade blanket testing. Remaining funds are allocated to school sites based upon the number of identified students at the school and in consideration of the school's needs based upon their program and student demographics. Site's GATE Advisory Committee and/or School Site Council approve their expenditures. The School Board has final approval of all plans and expenditures as they review the GATE plan, annual budget, and Sites' Single Plan for Student Achievement. The GATE program is supplemented with School Improvement funds, Title II staff development money, and other site and district money. In addition, the District GATE Coordinator monitors all expenditures for legal compliance, alignment to the District plan, and ability to meet the needs of gifted students. Please see the attached budget pages for further information.

References

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