

Proposed Budget Plan for 2008-09

Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	\$1,843.00		GATE testing and assessment
2000	Classified Personnel Salaries		\$11,000.00	Clerical support
3000	Employee Benefits	\$276.00		
4000	Book and Supplies (including computer software)	\$4,427.00		Professional development books, supplies, video and audio materials
5000	Other Services and Other Operating Expenditures	\$59,457		Site allocations
	Subtotal	\$66,003.00	\$10,000.00	
6000	Other Capital Outlay (including computer equipment)			
7000	Indirect Costs (maximum of 3 percent, <u>excludes</u> Capital Outlay)	\$2,042.00		
	TOTAL PROPOSED BUDGET	\$68,045		
	Amount of GATE Carryover funds and description of how carryover will be spent	\$118,256.00		Professional development, books, videos, student enrichment programs

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
Brooktree	\$3,027.00	Summerdale	\$3,072.00
Cherrywood	\$2,666.00	Toyon	\$2,259.00
Laneview	\$3,208.00	Vinci Park	\$3,479.00
Majestic Way	\$2,801.00	Morrill Middle	\$6,325.00
Noble	\$4,292.00	Piedmont Middle	\$8,765.00
Northwood	\$2,575.00	Sierramont Middle	\$10,572.00
Ruskin	\$6,416.00	Total	\$59,457.00

GATE PROGRAM SERVICES

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

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

STUDENT IDENTIFICATION CATEGORIES

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

Intellectual Ability <u>X</u>	High Achievement <u>X</u>	Specific Academic Ability <u>X</u>	Leadership Ability <u>X</u>
Creative Ability ____	Visual and Performing Arts ____	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 fur 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 52205d and 52206a)

1.1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

Minimum Standards: One year approval

M1.1a The plan includes an intellectual component with objectives that meet or exceed state academic content standards.

Berryessa Union School District utilizes the state standards for Gifted and Talented Education as the parameters to meet the learning needs of gifted learners. The program design for the District GATE Plan follows the District Mission Statement and the goal for student achievement as stated in the Strategic Action Plan: *All students will succeed when we have high academic standards and high expectations, assessed at set intervals for continuous improvement.* The district's philosophy statement for gifted learners: *We believe that gifted learners will reach their highest potential with the coordinated efforts of the school, and home through differentiated instruction, and parental support and involvement.* It is the district's goal to maximize learning for all students through differentiated instruction. State content standards may be extended through depth and complexity or modified as per student need.

M1.1b The plan incorporates expert knowledge, is approved by the local Board of Education and is available.

Current research is incorporated in the district GATE Plan to ensure that best practices for gifted students will be used. Communication regarding specific GATE issues is on-going with the Santa Lucia Teacher GATE representative and with members of the CAG Board. Approval by the School Board, with quarterly updates, gives authority to the plan and provides a foundation for continuing support by the district. The GATE Plan is available and accessible on the district website as well as at the district office and school sites. Information on GATE services may be found in newsletters, the GATE brochure, orientation meetings, workshops, and on the district and school websites. In addition, each school site has a teacher GATE representative who can address questions parents may have regarding GATE services at the site or the testing process and procedures.

M1.1c The plan aligns with the available resources of the schools, staff, parents and community.

Each school site develops a GATE Plan as part of their school level plan, based on availability of resources of the school, staff, parents, and community that aligns to the District GATE Plan. Some sites have an emphasis on the academics, while other sites are expanding their services to include the visual and performing arts, creativity, and leadership. A blending of funding has made possible many of the site services.

M1.1d A GATE advisory committee representing educators, community members and parents is formed to support the needs of the program.

A District GATE Advisory Committee consisting of the GATE Coordinator, administrators, teachers, parents, and community members meet once a month. The first meeting is a joint meeting with staff, parents, and community members. Subsequent meetings are focused either on business (issues related to GATE) or staff/parent training. Teacher GATE representatives share site information or bring up concerns and the group collectively find solutions to these concerns and other issues which may surface. Parents and community members give a broader perspective and additional support to decisions and necessary action. The DGAC meetings and/or workshops are open to any member of the community.

Commendable Standards: Two year approval

C1.1a The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms.

The district GATE plan is available online on the district and school websites. In addition, hard copies are available at both district and school sites. At the beginning of the school year, a special DGAC meeting is held for all parents of newly identified GATE students on the process and procedure of GATE identification. Information on availability and types of services, contact persons, and where to look for additional information and/or resources both online and within the district, is also provided to parents. For those who are not able to attend, information is available online and mention of where to find this information is included in each school's newsletter.

C1.1b Participation in the program is not limited by other problems of logistics.

Berryessa Union School District is moving towards differentiated instruction for all students. Therefore, there is not an issue with student logistics. The challenge is in-servicing all members of the school community including administrators, site staff and itinerant personnel such as counselors, psychologists, and parents.

C1.1c A district GATE advisory committee representing all constituents meet on a regular basis to assist in program planning and assessment.

A DGAC consisting of parents, teachers, and administrators meets at least six or more times a year. Monthly meetings have assisted with: revising the GATE brochure, planning for site orientation meetings, conducting parent education seminars, developing standard-based enrichment programs, revising the GATE plan, and looking at assessment data.

Exemplary Standards: Three year approval

E1.1a The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.

Presently, the district plan includes identification and program options in intellectual, specific academic and high achievement. Some of our schools are exploring creative ability, visual and performing arts and are working in collaboration with the San Jose Museum of Art and Santa Clara County Office of Education to develop an assessment criterion based on performance and/or a portfolio.

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

Minimum Standards: One year approval

M1.2a Administrative groupings and structures appropriate for gifted education may include cluster grouping, part-time grouping, special day classes, and special schools.

Learning needs of GATE students are met through a balanced approach of standards-based differentiated instruction within the classroom. Special attention is given to providing a variety of settings for the gifted students, which may include cluster grouping, part-time grouping and extended special day classes.

At the middle schools, extensive elective programs offer gifted students the opportunity to select from a wide-variety of classes: art, music, journalism, yearbook, technology, student leadership, after school sports and enrichment programs. Technology course offerings include word processing, graphics, web design, multimedia and online research skills. In the core curriculum classes, cluster grouping is practiced along with flexible grouping for small group work.

M1.2b The program provides services that are an integral part of the school day.

Gifted students are provided differentiated instruction during the regular school day. In addition, there are organizational modifications in place to ensure that gifted needs are met. These include, but are not limited to, early admission, accelerated promotion, independent study, cluster grouping by ability, instrumental music, and field trips.

M1.2c The program provides continuous progress, and intellectual peer interaction.

Students need to progress at a rate and level that ensure educational and intellectual growth. Flexible grouping is practiced and allows students to learn with, and to be challenged by, their academic and intellectual peers. On-going assessment and compacting allows students to work beyond the concepts they have mastered. Acceleration, when appropriate, allows students to work with more advanced concepts and skills, while attending a higher grade class in an area of their strength. Other classes are implementing depth and complexity within their lessons. Students are offered options in how they showcase their learning. Things such as oral presentations, technology presentations, reports etc. are among the ways gifted students can expand their learning with more in-depth study.

M1.2d The program provides for flexible grouping in the classroom to meet student needs and abilities.

Flexible grouping allows not just gifted students, but all students, to interact and work with different groups of students and materials that are appropriately challenging. Flexible grouping is practiced on a daily basis. Sometimes, students are grouped by ability and other times by interest, in order to facilitate learning. Independent study is also utilized for those who have demonstrated need.

M1.2e Children in grades K-2 are served even if not formally identified.

Students in grades K-2 are both formally and informally assessed by teachers to identify their strength(s) and area(s) of need. A running record is kept so that alternative activities may be provided for students who have mastered content or skills. At times, a student may be placed in a higher grade class in an area of their strength e.g., reading, math, etc. Independence is encouraged and nurtured.

Commendable Standards: Two year approval

C1.2a 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.

There is a range of groupings and structures at all levels K-8, to accommodate the different degrees of giftedness as well as the different types of giftedness i.e., intellectual, specific academic and high achievement. Early admission is implemented when appropriate, and middle school students have opportunities to attend concurrent enrollment at the community college. When appropriate, elementary students may also attend a class at the middle school, in their area of strength. Some elementary sites have compartmentalized math while others have an English Language Arts block where students are placed in flexible groups according to skill ability.

Exemplary Standards: Three year approval

E1.2a The program structure and delivery of services provide a balance between cognitive and affective learning.

The Berryessa Union School District's mission is to strive to ensure that all students have the skills necessary to reach high levels of academic achievement, respect of self and others, and become lifelong learners. Staff is at varying degrees of differentiation implementation but all strive to create safe, fair classroom environments where all students feel secure to make choices, to voice opinions, to ask questions, and to feel empowered. There is a district-wide implementation of the Second Step Program, which empowers students on decision-making, making right choices, and open communication. Some of the middle schools are exploring Cornerstone Project to help students handle difficult situations and to diffuse anger. Counselors are available at all middle schools and some elementary sites. As needed, counselors focus on personal development skills through one to one or small group discussions.

1.3 The program is articulated with the general education programs

Minimum Standards: One year approval

M1.3a The program provides continuity within the gifted program and with the general education program.

All students receive appropriately differentiated instruction based upon grade level content standards. State adopted textbooks include differentiated materials to meet the needs of advanced learners. In addition, teachers have flexible groupings and depending upon the needs of the student, implements depth and complexity and/or accelerate the student in an appropriate grade level group based upon skill and/or content

M1.3b A coordinator is designated and responsible for all aspects of the program.

Education Services coordinates the district GATE program. The site coordinators communicate the goals and focus of the District GATE Plan to their staff through formal and informal means, such as grade level, department, and/or staff meetings, principal and GATE coordinator meetings, and staff development presentations. The GATE coordinator at each site works closely with the site administrator and staff with regards to the GATE curriculum. Each school has at least one staff member trained in differentiated instruction who is an in-house resource for the staff in the area of gifted instruction. The goal is to have additional teachers obtain training and GATE Certification.

M1.3c The program involves the home and community.

Parents/guardians and other community members have important information that will affect educational decisions regarding their children. It is the belief of the district that home, community and school must work together to ensure the success of all students. Parents and community members are asked to share their expertise and at times, are asked to mentor students with a particular passion and/or need. In addition, there are on-going workshops for parents describing various services, such as Odyssey of the Mind, Junior Great Books, etc., and how parents can be involved. Various sites have contacted community members to explore resources e.g., banks (economic unit), colleges (resource for advanced study), hospitals (health care and career), etc.

Commendable Standards: Two year approval

C1.3a The program is planned and organized to provide articulated learning experiences across subjects and grade levels.

Differentiated instruction is implemented in varying degrees at all school sites. At the monthly grade level meetings, staff meets to discuss the needs of not only the gifted, but all students. It is at these articulation meetings that staff shares the use of student portfolios, advanced rubrics and other instruments that help to communicate the level of mastery of each student. Underachieving GATE students are referred to the Student Study Team to find appropriate intervention(s). Different families (elementary feeder schools and middle schools) have focused on particular curricular areas dependent upon needs. In one of the families, the 4th and 5th grade students are placed into flexible math groups based upon ability. At the end of the school year, staff will review assessment data to see if this type of grouping benefits students versus the traditional heterogeneous grouping.

Exemplary Standards: Three year approval

E1.3a The program is comprehensive, structured, and sequenced between, within, and across grade levels, K-12.

Berryessa Union School is a K-8 district. To ensure articulation between, within, and across grade levels, all schools are placed into families with a middle school and their feeder elementary schools. The district has dedicated at least three times a year for family meetings (elementary and middle schools), and once a month grade level meetings at the sites. Based upon need, families and/or grade levels may meet more often. Presently, there is not a scope and sequence in place for gifted students. This is an area which needs further exploration.

E1.3b The program provides support services including counselors and consultants.

The District GATE Advisory Committee, site-level coordinators, the district GATE coordinator, school site council, site level administrators, and middle school counselors are available to provide academic, social, and emotional support to GATE families on an as-needed basis. Psychologists from the various sites may be called upon to assist, based upon their expertise, with particular needs of individual students.

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

<input checked="" type="checkbox"/> Intellectual Ability (required)	<input type="checkbox"/> Leadership Ability	<input type="checkbox"/> Creative Ability
<input checked="" type="checkbox"/> High Achievement	<input checked="" type="checkbox"/> Specific Academic Ability	<input type="checkbox"/> Performing and Visual Arts
<input type="checkbox"/> Other (please describe):		

2.1 The nomination/referral process is ongoing and includes students K-12.

Minimum Standards: One year approval

M2.1a All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.

The district uses a testing instrument that allows all populations of students in grades 2 - 8, regardless of socioeconomic, linguistic, or cultural background, and/or disabilities, to participate in the nomination process. The nomination/testing process is ongoing. Teachers informally assess students in grades kindergarten through first. The District will be looking at the Kingore Observation Inventory for young children. All students in grade two are screened each fall. All students in grades 3 – 8, either by teacher referral or parent request, have additional opportunities throughout the year to be assessed for GATE identification. Parents are notified of student’s test results.

M2.1b 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.

The Ravens is a nonverbal test of potential which has been found to be the most fair and unbiased instrument for GATE identification. It is the instrument used by the Berryessa Union School District, which is composed of a very diverse student population. In addition to the Ravens, the Teacher Characteristic Behavior scale, CST results and other factors such as social and emotional needs, will be taken into consideration when identifying students.

M2.1c Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.

All grade 2 students are screened in the spring. Any one who works with students, or the students themselves, in grades 3 – 8, may request testing. Distribution of information on the process and procedure of GATE identification occurs through district in-services, site level meetings, newsletters, staff meetings, district and school website, GATE brochure, etc.

M2.1d Students may be nominated for participation more than once.

The nomination process is on-going. Students may be nominated for participation more than once. Students, who do not make it the first year, may be referred again for testing. Students, who have been identified in their previous districts, are handled on an individual basis.

M2.1e All staff receives training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.

All staff receive training and information about the nomination process either at staff meetings, district GATE Advisory meetings, or School Site Council. Nomination forms are readily available at each site and at the district office. The district is also moving towards placing updated forms on the website. To date, training has included: process and procedure of identification, characteristics of the gifted, social and emotional needs of gifted, college planning, etc.

Commendable Standards: Two year approval

C2.1a Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel.

Training in the identification process and procedures has begun and are conducted during the monthly GATE meetings with the teacher GATE representatives. Each GATE representative has gone back to the school site to in-service staff members including support personnel such as the school psychologist, resource teacher, etc. In addition, administrators have received training which includes the identification process as well as characteristics of the gifted. Monthly GATE workshops are held at the district office for parents, teachers, itinerant staff, and administrators. As the identification process and procedures are refined, updates and revisions are shared with all staff.

C2.1b The district maintains data on nominees and includes these data in reassessing students who are referred more than once.

All students who are screened and/or referred for testing are kept in a district GATE database. Information is available and helpful in subsequent reevaluation of students. The district is in the process of training all classroom teachers and itinerant personnel so that data is not only available but more readily accessible to all staff.

Exemplary Standards: Three year approval
(no standard addressed)

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

Minimum Standards: One year approval

M2.2a A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.

Presently, the GATE coordinator and the district GATE resource teacher make final determinations on individual student eligibility for the program. When questions arise, the classroom teacher and/or other personnel who work with the student are contacted for additional input before a final decision is made as to eligibility. The district is refining this process and it is the district's hope that the Principal, the classroom teacher, the GATE Coordinator and/or other district office personnel, and itinerant staff who work with the student will meet as a committee to determine eligibility.

M2.2b Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.

Multiple sources of information are used to determine eligibility for the program. The Ravens is used both as a screening and testing instrument. All students in grade 2 are screened in the spring. Additional testing opportunities are offered to students in grades 3-8. A 30 point criterion is used to identify students. Instruments used to determine qualification are the Ravens, CELDT scores, CST (math and ELA), Teacher Characteristic Behavior Scale, and social emotional factors. If a student doesn't qualify but either the parent or the teacher feels strongly, a portfolio of work will be reviewed.

M2.2c Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.

Information regarding the status of a nominated student is provided to both parents and to the school. If there are additional questions, the school and the parents are informed (in the qualification letter) to contact the district office. In addition, the district holds an informational meeting for all parents and interested staff members, regarding the process and procedure of GATE identification. Those who have additional questions may schedule a meeting with the GATE coordinator.

M2.2d Transfer students are considered for identification and placement in a timely manner.

Transfer students who have been identified by the criteria of their former district are handled on an individual basis. Those who request testing are handled in a timely manner to ensure the best possible service for the student.

Commendable Standards: Two year approval

C2.2a The identification tools used are reflective of the district's population.

Berryessa Union School District is made up of a diverse population consisting of 8,478, of which, 80% are non-white and 37% are English Language Learners. In order to ensure all students equal access to GATE services, the Ravens Progressive Matrices was selected as it has been found to be the most fair and culture-free instrument. The district is also exploring the use of performance-based evaluation to identify students whose talents are in the creative and/or visual and performing arts.

C2.2b The district makes timely changes in identification tools and procedures based on the most current research.

The district continues to refine its identification process and procedures based on current research found on the CAG website, professional journals, and through networking with members of the Santa Lucia Region. New information is shared among members of the District GATE Advisory Council who then bring the information back to sites.

Exemplary Standards: Three year approval

E2.2a Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.

It is necessary to ensure consistency in the referral and identification process throughout the district. Personnel meet regularly to determine eligibility of individual candidates. In addition, the district continues to refine its identification process to include students whose talents are in the creative and/or visual and performing arts.

E2.2b The diversity of the district's student population is increasingly reflected in the district's GATE population.

Berryessa Union School District has used the Ravens for at least 10 years. Data reflects that the diversity of the district's student population is increasingly reflected in the district's GATE population.

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.

Minimum Standards: One year approval

M2.3a Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.

Information regarding GATE services is provided through several avenues including but not limited to the district website, GATE brochures which are available at all school sites and the district office, PTA meetings, parent education meetings, etc. Parents may also contact the district office, the parent GATE representative and/or the teacher GATE representative at each of their respective sites. If students participate in an extended day program, parent permission forms are readily available at the school site.

M2.3b Upon parent request the district provides identification information the parent may take to a new school or district.

Results of evaluation are communicated to parents and appropriate school personnel. The results of the nomination and identification process of each student are kept on file and readily available for duplication, when parents request such information for the student's new district. Each student's cum file contains information regarding the student's identification.

M2.3c 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.

Identification is based on a set of criteria and not on the perception of a single individual. Once identified as gifted, a student remains gifted as long as he or she remains in the district. As needed, a committee composed of the principal, classroom teacher, and district GATE coordinator may meet to develop a plan for underachieving GATE students. When appropriate and as needed, other personnel such as the school psychologist, the speech teacher, the RSP teacher, etc. may be involved in the evaluation of all information gathered.

Commendable Standards: Two year approval

C2.3a Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.

The district is moving towards differentiated instruction and as such, no student is withdrawn from GATE services. However, individuals may be asked to leave an activity due to inappropriate behavior(s). Interventions for GATE students experiencing difficulties may include but are not limited to Student Study Team, counseling, Individualized Learning Plans, program modification(s), or class placement based on academic and/or social-emotional needs.

Exemplary Standards: Three year approval

(no standard addressed)

Section 3: Curriculum and Instruction: Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206a and 52206b)

Minimum Standards: One year approval

M3.1a The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.

The mission statement of the district reflects the importance of high academic standards, high expectations, and life long learning values. As indicated in the California GATE standards, differentiated curriculum takes place during the regular school day. The focus for district professional development is differentiating the curriculum. The special focus areas are depth and complexity of content, process, and product based on student needs, interests, and/or ability. Higher level thinking skills or critical thinking is an expectation. Both formal and informal test scores are analyzed by staff to document achievement levels for gifted students in relation to core curriculum standards.

M3.1b The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.

Teachers meet the instructional needs of students by differentiating lessons. They create lessons and/or units of study to provide a balanced curriculum through the use of strategies that challenges skills in thinking, problem solving, and researching to produce appropriate products. Differentiation may also occur through the use of technology/software, such as power point presentations, Accelerated Math and Reading, and participation in reading/literacy blocks according to ability level. Students are cluster grouped and changed according to needs. Highly advanced students may be placed in a higher level group in either math or reading/language arts to ensure appropriately challenging material.

At the middle school level, students have modified schedules that reflect instructional differentiation in math. For example, grade 6 students may participate in grade 7 or 8 courses in algebra or geometry. Site counselors, with input from previous grade teachers, assign students to classes that address their academic ability in math.

M3.1c 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).

The district focus has been on differentiating the curriculum to meet the special needs of our students. Some teachers have designed lessons and units of study that apply depth, complexity, acceleration, and novelty, while other teachers are just beginning to develop lessons with depth and complexity. To extend the core curriculum, some teachers provide independent study (novelty). At the elementary level, some teachers provide open-ended learning centers where students can come to implement depth, complexity, and novelty to a curricular area the class is studying.

M3.1d The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.

There needs to be a balance between cognitive and affective learning. Students at the various grade levels read biographies and autobiographies of scholars who are role models for the mind. Student responsibility and accountability are emphasized on a daily basis as students work cooperatively and collaboratively on research and service projects. Citizenship is emphasized, not only in the classrooms, but during breaks and lunch time. Of importance is service education and students participate in varying ways to increase universal awareness, such as collecting food, clothing, and toys for the needy, recycling, and raising funds for victims of hardship.

Commendable Standards: Two year approval

C3.1a The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.

The district is piloting an assessment survey that will be easier to use and at the same time, yield necessary information for planning instruction and school goals. The district uses a data base system that allows teachers to review assessment data, input test data, and look for patterns and trends that would assist in planning differentiated instruction. Cluster grouping is practiced at all sites, but in varying degrees. Schools examine student work samples to observe student potential for advanced learning and students are given the opportunity to “test out” of a lesson using a teacher-made test or standardized test. Pre and post testing occurs most often in a skills oriented curricular area i.e., math. Students in language arts may test out of a book that they have already read. These students are generally cluster grouped together to explore another book by the same author or another book with a similar theme.

C3.1b There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, meta-cognition, and other appropriate modes of learning.

Good teaching practices are dependent upon teachers having a repertoire of instructional strategies that can be utilized selectively to meet the curricular needs of gifted students. Teachers proactively select instructional strategies or classes that are most appropriate for specific learning goals and/or standards. In this manner, student learning is maximized.

C3.1c 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.

As with all learners, gifted students require learning experiences that are related to best practices and learning theories such as Piaget's developmental stages or Vygotsky's zone of proximal development. Staff needs to recognize that learning theory states that some gifted students learn faster and more effectively from abstract to the concrete and others from the concrete to the abstract. Others learn best through their sense of sight, hearing, and touching. Professional development, both within and outside the district, reinforces the correlation between learning theories and differentiated learning experiences. This correlation justifies the relevance of differentiated instruction.

Exemplary Standards: Three year approval

E3.1a A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.

The district has not developed a scope and sequence for a gifted program. Many of our adopted materials provide resources and strategies for teachers as they work with gifted students. Some teachers enrich their content area by using additional resources and strategies from workshops, such as Kagan. This is an area the district will continue to address in professional development.

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

As teachers become more proficient in learning to differentiate the curriculum for gifted students, they will implement appropriate structures and resources.

Minimum Standards: One year approval

M3.2a The differentiated curriculum is scheduled on a regular basis and is integral in the school day.

Differentiated curriculum is provided within the regular classroom schedule. At some sites, there are departmentalized groups, such as reading and math. Students are grouped and regrouped based upon ability. Acceleration and extensions are practiced by many teachers. If a student is ready for more advanced materials, he or she may be placed into an advanced group, which could include the standards from the grade level. Highly gifted students may participate in classes at another school or online, such as the Stanford University EPGY (Education Program for Gifted Youth) program.

M3.2b The differentiated curriculum is taught with appropriate instructional models.

Teachers select instructional strategies that correlate with state standards for their discipline. They apply appropriate instructional strategies to activities in the teacher's guide. Lesson plans include thinking skills, research skills, and appropriate products to meet or exceed standards.

M3.2c The differentiated curriculum is supported by appropriate resources and technology.

In most schools, students have access to computers. Most classrooms have one or more computers for student use. In addition to desktops in the classrooms or labs, some schools have a cart of portable laptops. Students in many grades use the computer to locate, import, and word process information on specific topics of study. The computer is also used for building power point presentations. LCD projectors are used by some students and teachers for oral presentations. In the area of science, some schools have other equipment, such as a telescope which is used for lessons on astronomy.

Commendable Standards: Two year approval

C3.2a The differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.

There is an established template to construct a lesson and/or a unit of study. The template is based on research and best practices in differentiation by Dr. Carol Ann Tomlinson and Dr. Sandra Kaplan. There is also an established rubric for both lesson plan and unit of study to ensure continuity and comprehensiveness of learning experiences. The district is encouraging more teachers to complete requirements for a GATE certification through the Santa Clara County Office of Education or Santa Clara University. Through additional professional development, teachers will be able to implement differentiated lessons or units.

C3.2b 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.

Based upon assessment, goals are defined for students and when applicable, students also participate in setting curricular goals. There is evidence of both large and small group instruction and at times, a teacher may work one-on-one with a student. Grouping patterns vary depending upon the type of activity and the objective. If the objective is to learn a particular research skill, homogeneous small groups may work best whereas in a debate, collaborative teams or independent study may be best.

C3.2c An extensive range of resources (including out of grade level print and non-print material) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.

Dr. Sandra Kaplan's icons for dimensions of depth and complexity offer a wealth of resources to plan differentiated curriculum. In the past, teachers had extensive training on Susan Winebrenner's materials as it relates to meeting the needs of gifted students within the regular classroom. Other videos on differentiation, such as by Carol Ann Tomlinson, have been most helpful to staff in seeing strategies and the resources that are needed to implement differentiation.

Exemplary Standards: Three year approval

E3.2a The differentiated curriculum is planned for both groups of gifted learners within a grade level or class and for individual gifted learners.

Differentiated units and courses of study are based on generalizations and generalizing statements that go across all curricular areas and allow for maximum learning for all students. At some sites, grade levels decide on the generalization for the semester and/or year,

while at the middle school, generalizations are chosen by members of a department, (English Language Arts, Math, Science, and Social Studies) who meet on a regular basis. If the generalization is *Change*, and the generalizing statement is *change generates change*, then each member of the team develops a lesson and/or unit with that focus.

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 issue of affective development. (EC 52212a1)

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

Minimum Standards: One year approval

M4.1a Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.

Training on the social and emotional development and needs of the gifted has been conducted for parents, teachers and administrators. Shelly Tsantes, LMFT, spoke to a group of over 50. Additional workshops on affective traits of gifted students, recommended articles and readings continue to be shared among not only schools but community members. The district also explored the SENG model (Social and Emotional Needs of the Gifted). It is hopeful that some of our schools will conduct discussion groups to support the affective development based upon this model.

M4.1b 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.

Awareness opportunities of career and college options are available for students, families, and staffs. In collaboration with the Santa Clara County Office of Education, counselors, administrators, and teachers attend the Advancement Via Individual Determination (AVID) program to ensure that students receive appropriate information. Middle school, high school and college planning workshops have been hosted for parents of the gifted. In addition, some of our schools promote Career Day (community businesses and agencies are invited to speak to students) to provide students the opportunity to learn about different careers. Either counselors and/or other personnel may be available to discuss career goals and college options.

Commendable Standards: Two year approval

C4.1a Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.

Some teachers are trained in leading student discussion groups while others meet with their students on a daily basis and are in a position to be effective in supporting healthy social and emotional behaviors in all students, including gifted learners. The Library Media Specialist at the various school sites assists teachers in collecting appropriate class library materials and encourages the use of literature to support positive affective development in students.

C4.1b 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.

Guidance personnel, counselors, and psychologists are available at various school sites but an individual may be called upon by any school based upon his/her expertise. A district school nurse handles referrals from the school district to community support services. At the middle schools, counselors have called together support groups based upon need(s) which meet anywhere from 4-6 weeks. It is at these sessions that the “challenge(s)” are identified and strategies are covered with students on how best to handle situations. As needed, students are placed on 504 plans and independent study contracts.

Exemplary Standards: Three year approval

E4.1a Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.

Counseling services are provided on an as needed basis. At the middle schools, teachers refer students or students request counseling assistance. Limited available community resources for supporting the social and emotional needs of gifted students are known but the information needs to be compiled so that everyone will have access to the list. The list also needs to be expanded to be more inclusive of differing needs of students.

E4.1b 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.

Not all teachers and guidance personnel are trained in implementing intervention strategies for at-risk gifted students. Collaboration occurs on a formal and informal basis. Student Study Team and department/grade level meetings offer time for collaboration between teachers and counselors. A collaborative plan will need to be developed.

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

Minimum Standards: One year approval

M4.2a Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.

Clear referral procedures are in place at every school site for at-risk students and a list of resources is provided by the school nurse to each school site. All teachers are familiar with the referral procedures and how to recognize at-risk behaviors. On-going training is in place.

M4.2b Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed.

A compiled school and community resource list, to serve a variety of social and emotional needs is available through Education Services. All counselors, administrators, and teachers are trained in the school referral process.

M4.2c Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.

No student in Berryessa Union School District is dropped from any services. The district recognizes its responsibility to its students and parents. The district seeks to develop intervention strategies and plans and seeks counseling services for students and families struggling with personal issues.

M4.2d Information and support are made available to parents regarding at-risk students.

Upon request, appropriate information and resources are available for parents/guardians. The district website also has links to gifted education. Journal articles are shared at various workshops sponsored by the district.

Commendable Standards: Two year approval

C4.2a The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.

The district utilizes the school site Student Study Team process. It is at these meetings that strategies are defined to deal with at-risk behaviors. Teachers, psychologists and counselors have been and will continue to be trained to understand the social and emotional needs of GATE students.

Exemplary Standards: Three year approval

E4.2a 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.

Intervention plans are developed for all students including at-risk gifted students. In addition, each elementary school has Second Step in place while middle schools have Project Alert and both elementary and middle schools have implemented Project Cornerstone. These intervention programs include role playing, making right choices, etc. Informal evaluation of student progress takes place during grade level and/or department meetings or communications with parents.

Section 5: Professional Development: Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (EC 52212a1)

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

Minimum Standards: One year approval

M5.1a 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.

BUSD offers monthly professional development as well as multiple opportunities for both off-site and district-wide training. The focus has been on supporting teachers to understand how they can adjust the classroom to meet the needs of their diverse student population. Current research on how students learn, learning styles, meeting the needs of ELD students and differentiation have been a focus for the district's professional development. Staff input is utilized in determining a professional development focus. In addition, specific focused training is provided to assist staff who need additional support. Site representatives meet monthly to discuss issues related to gifted education and receive opportunities to discuss current research and best practices. Representatives report back to staff at a monthly staff meeting. Information is shared with the School Site Council, Curriculum Council and District Advisory Council. We continue to look for ways to expand the opportunities and options for how professional development is delivered.

M5.1b An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.

After each professional development workshop, participants are asked to complete an evaluation. They are encouraged to express what worked for them and what did not work, as well as next steps. This has been extremely helpful in guiding our planning for staff development.

M5.1c Individuals selected to conduct in-service for teachers of gifted learners have knowledge and expertise in the area of gifted education.

Presenters for workshops include in house experts and outside consultants, including Susan Winebrenner and her videos for parents, Marilyn Lane on parenting the gifted child, social emotional needs of the gifted, and characteristics of the gifted. Some have completed the CAG workshop and all have completed Kagan training on cooperative learning strategies and differentiation.

Commendable Standards: Two year approval

C5.1a The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.

Our new teacher program includes seminars on both special population and equity which address the needs of our gifted students. District professional development workshops have included differentiated instruction for the gifted. Information is sent to teachers, throughout the year, from outside agencies, such as the Santa Clara County Office of Education offering workshops on gifted learners. The district provides funds to allow teachers and principals to attend workshops focused on the needs of the gifted and sponsored by SCCOE.

C5.1b (no standard addressed)

C5.1c A district process to qualify teachers to each gifted student is in place.

Beginning in August 2005, two teachers and 1 principal from each site will be identified to attend the Santa Clara County Office of Education, GATE Certification workshops. Identified teachers and principals will mentor staff. In August, Dr. Sandra Kaplan will be bringing her staff to the district and conducting a Summer Institute where teachers will be learning about and writing differentiated lessons. In addition, all district staff development is focused on meeting the needs of our diverse student population. Our goal is to ensure that all teachers have the skills necessary to address the varied learning needs of our students. The GATE representatives from each school also assist in sharing strategies and methods that best meet the needs of gifted students.

Exemplary Standards: Three year approval

E5.1a A district professional development plan to accommodate different levels of teacher competency is in place.

BUSD has a Board approved District Professional Development Plan, which includes professional development workshops for teachers and administrators. The new teacher project advisors provide all new teachers with seminars and one-on-one discussions regarding differentiated instruction for students. Analysis of student assessment data and discussions around how to use it to address specific student needs is also on-going.

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

Minimum Standards: One year approval

M5.2a Teachers in the program have education and/or experience in teaching gifted students or are insured opportunities to gain or continue such knowledge and experience.

Beginning teachers participate in a special needs seminar that addresses gifted education. They are required to develop an action plan around meeting the needs of special needs students and are provided extensive support from the New Teacher Advisors to ensure success. Differentiated instruction is discussed at grade level meetings and challenging learning opportunities are provided during part time grouping opportunities. BUSD teachers have participated in a county certificate program for teachers.

M5.2b A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.

A district administrator is assigned to coordinate the GATE program for the district. The district administrator works with the committees to design professional development workshops. The Education Services administrator oversees the identification process, informs schools and parents of the identification results, coordinates parent education meetings, and reports to the Board about the GATE program.

M5.2c Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.

Professional development for administrators is on-going. Monthly workshops focus on teaching and learning for students. District and site GATE budgets are used to provide teachers, administrators and counselors an opportunity to attend the GATE certificate workshops provided by the SCCOE, as well as other workshops on differentiation.

M5.2d Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.

Teachers, administrators, and counselors (middle schools) will provide in-house support to staff. As funds are available, more staff will attend the GATE certificate workshops. As budgets permit, sites will purchase books and video tapes for in house professional development activities. In addition, a focused summer program for training teachers on ways to support their gifted students is being held in Berryessa for the first time this year. Our goal is to have the ability to have our teachers receive this intensive summer training in a lab environment from experts in the field.

Commendable Standards: Two year approval

C5.2a The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an in-service.

Teachers are provided release time (adjusted Thursdays) to discuss student progress, especially if students are grouped for part of the day with other teachers. Discussions are frequently focused on using data to determine where students are and how to differentiate instruction to meet their needs. All day professional development utilizes both in-house and contracted experts to provide workshops focused on meeting the needs of our students.

Exemplary Standards: Three year approval

E5.2a All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.

District and site funds will be used to formally certify teachers. Certified mentors will informally support other teachers. An effort will be made to place gifted students with teachers who have received GATE certification.

E5.2b The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.

The district GATE coordinator will attend the workshops for GATE certification. The Education Services coordinator will collaborate with other experts in the field.

E5.2c Follow-up classroom support for application of activities and strategies presented during in-services or professional development are planned.

The SCCOE GATE certificate program includes follow up classroom support. Trained Principals will incorporate new-found learning into a coaching model with elements of differentiation included in an action walk form.

E5.2d The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

The district coordinator will work with personnel both from within and outside the district to support gifted learners in BUSD. The district coordinator will also network with the Teacher GATE Representative from the Santa Lucia Region as well as other coordinators with various expertises in meeting the needs of the gifted. A list of possible presenters and their recognized expertise has been established and the list continues to grow.

Section 6: Parent & Community Involvement: Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 52205 2f)

6.1 Open communication with parents and the community is maintained.

Minimum Standards: One year approval

M6.1a 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.

Parents are informed when their child is identified as gifted. In the fall, all parents of identified gifted students are informed about meeting dates and parent education meeting topics. The meetings are held at a central location, the district office or school site. Phone reminders are sent to GATE parents. The district and sites have web sites to post information about upcoming events. The district web site posts meeting agendas and minutes (partly under construction). The GATE web site includes the Parent Handbook and other web sites of interest for parents of gifted students. Information is also submitted to the Berryessa District Advisory Council (a community based group). GATE information is part of the School Accountability Report Card.

M6.1b The district's state application is available to parents and the community.

The district GATE Plan is made available to parents. A hardcopy is available at each school site as well as at the district office. The plan can also be found on the district website.

M6.1c GATE parents are involved in the ongoing planning and evaluation of the GATE program.

Parents are involved in both joint and separate meetings to plan and evaluate the GATE program. Training opportunities are based upon an assessment of needs. In addition, an assessment of GATE services is conducted on a yearly basis to provide information for planning and evaluation. Some GATE parents are also active members on the school site council.

Commendable Standards: Two year approval

C6.1a The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and implementation.

In the fall, the district representative conducts an orientation meeting for all parents of gifted students. Parents are informed about the District GATE Plan, program options, and the process and procedure of GATE identification. State content standards and differentiated instruction are also covered. Throughout the year, parents are informed about GATE services through site newsletters mailings, and phone messages (NTI system). Information is also posted on the district and site web sites. Some sites have e-groups. Parent education meetings will continually include conversations about multiple intelligence and differentiating the curriculum for GATE students.

C6.1b The products and achievements of gifted students are shared with parents in a variety of ways.

Student achievement is celebrated at each site. Student work is displayed in classrooms, multi-purpose rooms, media centers, school offices as well as the district office. Some teachers display exemplary work on their school or class web sites. Students keep a portfolio to assess their work, which teachers share with parents during parent - teacher conferences and Open House. Student achievements are also shared at Board meetings. Students are challenged to participate in science fairs. Parents and community are invited to view the projects. In May of each year, teachers are invited to participate in the District Art Show. Throughout the year, students demonstrate their achievements through a variety of school supported events, such as History Day, Young Author's Fair, awards' assemblies, or music concerts. Parents, students, and community are invited to attend the various celebrations. Some schools have a chess club and participate in competitions, at the local and state levels.

Exemplary Standards: Three year approval

E6.1a Parents are involved in the development of the application and/or school site plans related to GATE programs.

Parents are active participants in the development of the state application. Throughout the year, parents are introduced to the GATE standards. They also have the opportunity to read and review the most current GATE application. A district-wide needs assessment is posted on the web site. Information gathered is used in the writing of the GATE plan. In addition, each site collaborates with School Site Council members to develop site plan and budget, which are included in the Single School Plan.

E6.1b The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.

Parents are encouraged to participate in their student's school and classroom. At some sites, parents participate in the organization of field trips which augment the differentiated curriculum. Community members are also called upon as practitioners in the arts (local professional artists, San Jose Museum of Art.)

E6.1c Partnerships between the GATE program and business and community organizations are established.

BUSD continues to work on developing partnerships between the GATE program and business and community organizations through networking with parents and other community members e.g., banks, museums, etc. In addition, Berryessa has collaborated with California Association for the Gifted. There will be a Teacher Summer Institute at Ruskin School in August 2008 for students in grades 2 – 5. This will be a training for teachers and administrators.

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

Minimum Standards: One year approval

M6.2a Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year.

Parent education meetings provide information to parents about the gifted learner. The district committee meets on a regular schedule in September, October, November, January, February, March, April, and May. During the year, meeting topics include (but are not limited to): parent's needs/discussion topics, identification process, parenting the gifted child, characteristics of the gifted child, social and emotional needs of the gifted child, and getting ready for college. Parents also participated in the development of the district GATE Plan. Parent and teacher representatives meet and collaborate at least four times throughout the year. Professional development for staff will continually focus on differentiated instruction in the classroom. At least five parent education meetings are planned throughout the year.

M6.2b The district GATE coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.

The district GATE coordinator plans the meetings. Topics are discussed during the first meeting. In house and contracted speakers are scheduled through Education Services. Meeting dates and topics are announced to parents in the fall. Phone call reminders are sent before each meeting.

M6.2c Efforts are made to insure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.

Parent participation at meetings reflects the demographic population of the student population. Parents are encouraged to contact the district coordinator, through phone, email, or personal contact. As needed, district interpreters are available to help with communication.

Commendable Standards: Two year approval

C6.2a A parent member of the GATE advisory committee cosigns the district's state application.

Parent representatives are encouraged to participate in the development and writing of the district plan. A parent signature on the application is evidence of participation.

C6.2b Parents participate in the GATE advisory committee which meets on a regular basis.

Parents are invited to attend GATE meetings each month. Agenda and minutes are posted in advance and distributed at the meeting, as well as on the district web site. The schedule for the year is discussed with parents in the fall.

C6.2c GATE advisory committee and/or School Site Councils are regularly informed of current research and literature in gifted education.

CAG and other links related to GATE education are posted on the district web site and some school web sites. A Gate representative keeps the School Site Council informed about the GATE activities of the district and site. Future meetings will include research and literature in gifted education. When appropriate, articles about gifted education are shared with both the GATE advisory and School Site Councils.

C6.2d 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.

Through parent and teacher input, the district GATE representative schedules opportunities to learn about gifted education and working with gifted children. Representatives attend the CAG conference. Parents are provided the information and encouraged to attend. Information about Santa Clara Lyceum and EPGY are provided to parents.

C6.2e The district GATE coordinator and the district GATE advisory committee solicits community support.

The district representative will work with the advisory committee to encourage parent/guardian participation in community groups and service clubs where they can become advocates for gifted programs. Working together as a team, the district along with community groups, may solicit businesses and companies for financial and other support.

Exemplary Standards: Three year approval

E6.2a 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.

Parent education meetings are held throughout the year. As needed, primary language interpreters aid in the communication process. The new teacher project, professional development workshops (working with ELL and Special Education populations), and the District English Language Advisory Council (DELAC) provide parents and teachers with information about learning and teaching our diverse student populations.

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 52212a1)

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

Minimum Standards: One year approval

M7.1a 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.

All components of the program are periodically reviewed by staff and parents. In the fall, teachers and administrators review the STAR results. Gifted students are identified by the classroom teachers. Individual Learning Plans are developed for the students. Throughout the year, teachers use multiple assessments to evaluate the progress of students. School City, a data management system, is used by teachers and administrators to disaggregate and report student data. Middle school teachers use an on-line grade book (IGPro). Assessment of program effectiveness is ongoing and has become more focused as we have grown more proficient with using the data that we have available.

M7.1b 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.

In the fall of each year, teachers and administrators review both STAR data and district assessment data to identify student learning needs. Throughout the year, teachers use multiple measures to assess student progress. Some of these instruments include our district benchmark assessments, the Houghton Mifflin assessment tests, Harcourt Brace assessments that are provided through the state adopted series for reading and math, portfolios and student self-evaluations.

M7.1c 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.

Throughout the year, teachers assess students formally and informally. The district assessments are administered three times a year and the principals are trained on how to assist teachers to use the information effectively to inform their instruction. The state tests are administered in May. Multiple measures such as classroom observations, oral presentations, disaggregated scores from state testing programs and rubrics are used to assess student progress.

Commendable Standards: Two year approval

C7.1a Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.

In August 2005, twenty six teachers and thirteen administrators will participated in the GATE Certificate program sponsored by the Santa Clara County Office of Education and the Santa Lucia Region of the California Association of the Gifted (CAG).

C.7.1b The program contains a clear description of performance expectations of gifted students defined at each grade level.

Teachers will use the Challenge materials from the adopted textbooks for the gifted learners. A scope and sequence for gifted learners is not yet in place. As consistent staff development is implemented, and more individuals are familiar and comfortable with differentiation, the scope and sequence will be a focus for the future.

C7.1c Criteria for levels of performance or rubrics are used as part of the assessment process.

Class rubrics with student input are used by teachers for assessing achievement. District rubrics have been written in kid-friendly terminology to allow teachers to use these with students. Most teachers discuss goals and standards and provide examples of student work scored with a class rubric. Self-evaluation and peer review are also utilized with project-oriented assignments.

C7.1d 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.

Throughout the learning process, teachers use a variety of instructional strategies to teach the students. Formal and informal assessments are used to measure student achievement and to drive instruction. The assessment process parallels standard-based instruction.

C7.1e The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program.

Student assessment results are presented to the Board of Trustees yearly, and made available to all stakeholders. Access to the assessment data specific to the constituencies of the GATE program is readily available and accessible through School City. Communication of data availability is made through a number of avenues such as the school and district newsletters, district meetings, staff meetings, etc. Plans on how the assessment results will be used to improve the structure and operation of the program is discussed at district meetings and/or school sites. Parents are invited to attend district sponsored meetings focused on how to understand the data from STAR testing and other assessments.

C7.1f Districts provide sufficient resources to fund program assessment.

The district allocates a budget to fund program assessment. All schools are notified of how funding may be spent and the rationale behind assessment and differentiation. The importance of data-driven instruction cannot be stressed enough.

Exemplary Standards: Three year approval

E7.1a Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.

Professional development will continue to focus on differentiating the curriculum to meet the needs of the gifted learner. Instructional pacing will be flexible to allow for acceleration and compacting. Student work will be assessed based on a developed scoring guide that is aligned to state standards.

E7.1b 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.

Although assessment data is available to all in a timely manner, personnel are making significant progress in learning how to access and interpret data for instructional purposes. We are finding that more and more teachers log into the data management system and utilize the information as they plan. Principals work with the Assistant Superintendent after each of the trimester assessment periods to increase their knowledge and skills in working with staff to utilize the information available. We have teachers and staffs at very different places on the continuum of using data, but it is constantly improving.

E7.1c Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessments.

State adopted textbooks are used in all core content areas. Teachers use formative and summative assessments to measure student performance. In fall, 2005, the district selected several assessment instruments to be used consistently throughout the district. We believe that we have gathered information that has helped us establish baseline data, trends, and patterns over time, that are beginning to drive instruction.

Section 8: Budget: District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (EC 52209, 52212a1,2,3)

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

Minimum Standards: One year approval

M8.1a GATE funds and/or funding sources are used to address:

- **professional development**
- **direct student services**
- **district level coordination**
- **GATE student identification process**

GATE funds provide professional development for teachers and parents. Allocations to sites provide direct and indirect services to students. The district allocates funds for the coordination of the program and for the identification process.

M8.1b Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.

Expenditures of the GATE funds are within the guidelines authorized by the state. Indirect cost does not exceed the state allowable rate. Funds are used to supplement extended student learning before, during, and after school hours. Each year, the district sends out a guideline on how and on what things GATE funding may be used. GATE expenditures are aligned with the GATE plan, which is written into the Single School Plan.

M8.1c 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.

Budget is allocated at the district level to help coordinate the GATE program. The district GATE coordinator is knowledgeable about the needs of gifted students and continues to attend seminars and conferences when possible. The district is responsible for organizing the testing and identification of students. In addition, each school has a teacher GATE representative. Duties of the teacher GATE representative are to: attend district meetings and report information to school site staff; act as a resource for school site staff; work closely with the site principal and the district level coordinator; and attend seminars and workshops related to gifted education.

The district has committed to gifted education and is funding a minimum of 2 teachers from every site to get GATE certified through Santa Clara County Office of Education.

M8.1d Carry-over monies are minimal and maintained with the district GATE accounts.

The Business Services Department of BUSD maintains the GATE funds in a restricted account for the GATE program. Carryovers are minimal, unless the site or district has a plan to use new and carry over monies for a specific purpose, such as professional development workshops. In August 2005, carryover GATE funds were used to provide 26 teachers and 13 administrators an opportunity to earn a GATE Certificate through the Santa Clara County Office of Education.

M8.1e Indirect costs do not exceed state limitations.

Indirect cost does not exceed the state limit. Program expenditures are planned by staff and School Site Council members at each school site. These expenditures are aligned with the goals of the school plan.

Commendable Standards: Two year approval

C8.1a Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.

The District's allocation of funds to support the GATE program reflects our commitment to ensure that all of our GATE students are provided with an education that is aligned with their needs. The allocation of the district GATE budget reflects the understanding of the complexities of the responsibilities and tasks outlined in the GATE plan. Duties and responsibilities of the GATE coordinator have been adjusted as we assess progress each year. The district is committed to gifted education and will continue to empower its staff through professional development.

Exemplary Standards: Three year approval

E8.1a The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical programs.

Gifted students benefit from all categorical programs. Through the development of their school plans, schools coordinate funds to support student needs. For example, sites with Title I funds may blend these resources with GATE monies in an effort to extend "buying power" and provide for the needs of all students. Those sites without Title monies look to other categorical programs as well as creative ways of fund raising either through grants, donations, or partnerships.

LEA Name: Berryessa Union School District

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ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

*By completing and submitting this application, you have assured the California Department of Education that ALL of these are true.
(Note: not applicable to LEA-administered programs)*

1. The school site plans have been approved by the local governing school board and are available to the public and the Superintendent of Public Instruction. [EC Section 52850]
2. Funds are used to supplement, not supplant. [EC Section 52852.5(c)]
3. The school site council(s) has (have) developed the school site plan(s), which includes..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." [EC Section 52853(a)]
4. The LEA's indirect cost rate is 3 percent or less of gifted and talented education funding.
5. GATE funds are used solely in support of the school site plan. [EC Section 52886(c)]

Note: For a full description of requirements for School-Based Coordinated Programs, see EC Section 52800 et. seq.

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ASSURANCES FOR LEA-ADMINISTERED PROGRAMS

*By completing and submitting this application, you have assured the California Department of Education that ALL of these are true.
(Note: not applicable to School-Based Coordinated Programs)*

1. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)]
2. The quality of existing programs for gifted and talented pupils is maintained and/or improved. [Ibid., (d)]
3. 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)]
4. The written plan is available for public inspection. [Ibid., (j)]
5. The LEA has, where appropriate, 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. [Ibid., (j)(3)]
6. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. [Ibid., (1)(9)]
7. The LEA's indirect cost rate is 3 percent or less. (Ibid., Section 3870)
8. 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 Section 52206(c)]
9. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. They 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)]
10. GATE funds are used solely in support of the purposes described in EC Section 52200.

11. Each participating LEA shall maintain auditable records. [EC 52212(b)]

12. Each LEA shall submit a program assessment with each renewal of its GATE authorization. [EC 52212(a)(1)]

Each LEA shall designate a GATE manager to coordinate the GATE program in accordance with the law. [E