



**Proposed Budget Plan for 2008-09**

Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	\$30,000		Extra assignment salaries – augmented assignments
2000	Classified Personnel Salaries	-		
3000	Employee Benefits	\$5,000		Statutory payroll benefits for extra assignment salaries
4000	Book and Supplies (including computer software)	\$36,030		Funds are distributed to 15 individual school sites for apportionment of site needs to facilitate imbedded and augmented GATE program
5000	Other Services and Other Operating Expenditures	\$28,000		Teacher Conferences/training for GATE teachers
	<b>Subtotal</b>	\$99,030		
6000	Other Capital Outlay (including computer equipment)	-		
7000	Indirect Costs (maximum of 3 percent, excludes Capital Outlay)	\$2,970		Printing supplies
	<b>TOTAL PROPOSED BUDGET</b>	\$102,000		Amount represents approximate 10% reduction in funding based on Governor's 2008/2009 Proposed Budget.
	Amount of GATE Carryover funds and description of how carryover will be spent	Estimated \$20,000		Carryover funds will be used for teacher conferences and training (J.D. Seminars, etc.)

**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. This section is not applicable as ESD does not combine state categorical programs.

School	GATE Funds	School	GATE Funds
Windrows Elementary		Golden Elementary	
Caryn Elementary		Grapeland Elementary	
West Heritage Elementary		Etiwanda Colony Elementary	
Carleton P. Lightfoot Elementary		Perdew Elementary	
East Heritage Elementary		Etiwanda Intermediate School	
Terra Vista Elementary		Summit Intermediate School	
David W. Long Elementary		Heritage Intermediate School	
Cecilia L. Solorio Elementary		Day Creek Intermediate School	

**GATE PROGRAM SERVICES**

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

<b>PROGRAM SERVICES (Select at least one)</b>	<b>Primary</b>	<b>Upper Elementary</b>	<b>Middle School</b>	<b>High School</b>
Special Day Classes:				
Part-time Groupings:		X	X	
Cluster Groupings:		X	X	
<b>OTHER PROGRAM SERVICES</b>				
Acceleration:		X	X	
Honors:				
Advanced Placement:				
International Baccalaureate:				
Independent Study:				
Postsecondary Education:				
Enrichment (Pull-out/Before/After School/Saturday Classes):		X	X	
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils		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 <input checked="" type="checkbox"/>	High Achievement <input type="checkbox"/>	Specific Academic Ability <input type="checkbox"/>	Leadership Ability <input type="checkbox"/>
Creative Ability <input type="checkbox"/>	Visual and Performing Arts <input type="checkbox"/>	Other <input type="checkbox"/>	

# GATE PROGRAM NARRATIVE

## District Mission Statement

The Etiwanda School District is dedicated to promoting high standards in curriculum instruction, performance and personal behavior. It is our goal that each student achieves academic excellence and develops respect for self and others so that they become contributing members to our culturally diverse society. The responsibility for the development of these qualities in all students is accomplished through a cooperative effort among students, parents, staff and community.

The Etiwanda School District is located in San Bernardino County of Southern California. The Etiwanda School District was founded in 1883 and covers the western portion of the city of Fontana and the eastern portion of the city of Rancho Cucamonga. The district provides an outstanding instructional program for nearly 12,000 students in grades kindergarten through eight. There are fifteen schools in the district, four middle schools and eleven elementary schools. The ethnic composition of the Etiwanda School District is approximately 35% Hispanic, 33% Caucasian, 17% African American, and 14% being Asian, Filipino, Indian, and Pacific Islander. The majority of ESD students speak English. However Spanish and the Asian dialects are also spoken. Approximately eighteen percent of the Etiwanda School District is considered socio-economically disadvantaged. Approximately 8% of the ESD students participate in the Gifted and Talented Education program with an estimated 79% of the parent population

The GATE program offers qualitatively differentiated learning opportunities for students. At all school sites students participate in enrichment and advancement activities in the regular classroom. Additional advanced studies and enrichment activities in literature, language arts, mathematics, science, social studies and computer education may also be offered through after-school programs and/or pull out programs.

The goals of the Etiwanda School District's Gifted and Talented Education Program are to:

- Identify those students who are gifted and talented.
- Provide differentiated opportunities for learning commensurate with the qualities of gifted and talented students.
- Assist in developing problem-solving abilities.
- Foster healthy self-concepts.
- Develop the skills involved in productive interpersonal relationships and develop leadership skills.
- Develop communication skills.

*"We recognize that some students will demonstrate outstanding abilities. We believe that gifted students need a qualitatively differentiated program. This program needs to provide opportunities that take into consideration their special abilities. This program needs to develop self-esteem, skills in independent study, research techniques, creative thinking, critical thinking and communication skills".*

May 2, 2008

LEA Name: Etiwanda School District

36 (COUNTY CODE)

67702 (DISTRICT CODE)

**PROGRAM NARRATIVE**

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

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

**Section 1: Program Design**

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

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The Etiwanda School District GATE plan includes identification and program opportunities in the area of academic ability and incorporates intellectual components that meet or exceed state content standards.</li> <li>b. The Etiwanda School Board of Education reviews and approves the district plan. The plan is made available to schools, parents, and the community and is posted on the district website. The program incorporates additional expertise in gifted education through inclusion of methodology and research by Sandra Kaplan, Carol Ann Tomlinson, Sally Reis, and Susan Winebrenner.</li> <li>c. Differentiated instruction is embedded within GATE classrooms in the Etiwanda School District. The icons of depth and complexity are in wide spread use across the district and available to all teachers. After school programs are supported by the staff, parents, and the community using Mad Science Program, Wells Fargo and Chaffey Credit Union, Chess Masters, and Spanish Explorers at some school sites. Others schools participate in Scripps Spelling Bee competition and Destination Imagination.</li> <li>d. The ESD program is supported by the GATE advisory committee comprised of educators, parents, and community members. A regular part of the meeting includes share time for individual school site activities and programs.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The plan is available on the district website for parents, teachers, and the community. The plan is kept on file at the district office. A copy is also distributed to each school site. GATE pamphlets are available at school sites for general gifted and talented information. This information will also be available on the "under construction" GATE link of the district website.</li> <li>b. All Etiwanda School District elementary school sites provide a differentiated program for students. Students in 4<sup>th</sup> through 8<sup>th</sup> grade, who are identified as GATE students, participate in the program within their neighborhood school. Two elementary schools have combined resources to provide after school enrichment using the Stargate program. Transportation was made available to the host site.</li> <li>c. The GATE advisory committee consists of educators, parents, and the community. The committee meets a minimum of five times throughout the year. Topics of discussions include site programs, future planning, and assessment. Information. This information is dispersed on a regular basis with principals at principal meetings with allowed for input and discussion.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Etiwanda provides embedded differentiated instruction in the classroom based on academic achievement. Our program does not identify students in the areas of creative ability, leadership, and visual and performing arts. Band is an optional program for all 5<sup>th</sup> graders in Etiwanda. Drama, music, and theater are offered to all students at the middle school level.</li> </ul>

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

**Minimum Standards: One year approval**

- a. Etiwanda School District's GATE plan provides a comprehensive program incorporating cluster grouping, part-time grouping, and special day class opportunities in eleven elementary schools and four middle schools. Some elementary schools ability group students in math and language arts. Students are given the opportunity for acceleration or review based on level of achievement.
- b. Students in grades 4<sup>th</sup>-8<sup>th</sup> are provided differentiated instruction imbedded in the core curriculum throughout the regular school day.
- c. Some schools ability group students for Language Arts or Math to provide opportunities for intellectual peer interaction. Interactive activities like Destination Imagination stimulate that peer interaction during after school activities.
- d. Etiwanda provides embedded differentiated instruction in the regular education classroom, with flexible grouping as an integral component. The flexible groups are based on teacher observation, classroom assessments, district benchmark assessments, and individual student performance.
- e. Although students are not formally identified until fourth grade, some schools service advanced learners through flexible grouping and rotation schedules for reading and math. Students in grades kindergarten through third grade are introduced to differentiated instruction through the use of the icons of depth and complexity.

**Commendable Standards: Two year approval**

- a. Although students are not formally identified until fourth grade, some schools service advanced learners through flexible grouping and rotation schedules for reading and math. Students in grades kindergarten through third grade are introduced to differentiated instruction through the use of the icons of depth and complexity.

**Exemplary Standards: Three year approval**

- a. Students in grades 4<sup>th</sup>-8<sup>th</sup> are offered advanced curriculum activities. School-site programs service advanced learners through flexible grouping and rotation schedules in reading, math and/or science. Activities are aligned with state meet or exceed standards as a foundation.

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

**Minimum Standards: One year approval**

- a. The gifted program and the general education program in the Etiwanda School District are a compliment to each other. Students are provided the opportunity to participate in higher level thinking activities within all subject areas using the Icons of Depth and Complexity. Level question strategies (Quick Flip Questions for critical Thinking) help guide instruction for students. GATE students are encouraged to focus on application, analysis, synthesis, and evaluation level questions.
- b. ESD has a district coordinator for the GATE program who meets with site Facilitators and attends regular county Riverdino meetings.
- c. The program involves the home through regular parent advisory meetings and an initial district wide parent meeting at the beginning of every school year. The program involves the community through after school activities such as Mad Science, Wells Fargo and Chaffey Credit Union, Chess Masters, Spanish Explorers, Scripps Spelling Bee competition, and Destination Imagination.

**Commendable Standards: Two year approval**

- a. Elementary and Middle school teachers participate in regular grade level meetings at each school site. These meeting provide opportunities for teachers to share higher level learning activities such as tiered learning assignments and choice menus for gifted students in specific subject areas. Collegial discussions are also an integral part of district trainings for the "best practices' use of all components of state adopted curriculum textbooks.

**Exemplary Standards: Three year approval**

- a. It is a goal to develop a scope and sequence for differentiation which will improve the structure and sequencing across grade levels. Articulation has been consistent over the past two years between the Etiwanda School District and students entering the Chaffey Joint Union High School District. The facilitators from the Chaffey Joint Union High School District meet with the administrators and GATE facilitators at ESD middle schools to help synchronize the transition into the high school GATE program.
- b. Trained personnel provide guidance and counseling services to gifted learners regarding social and emotional needs when appropriate. Referral services such as our local West End SELPA office are available and communicate regularly with the district and school sites regarding parent trainings, support, and community resources.

## Section 2: Identification

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

<p>2:1 The nomination/referral process is ongoing and includes students in kindergarten through grade twelve.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Etiwanda School district nominates students for gifted and talented education regardless of ethnicity, diversity, language, or special needs.</li> <li>b. GATE Facilitators and administrators at school sites annually review characteristics of giftedness prior to the beginning of each school year. GATE Facilitators and administrators review test scores from the state norm reference tests and district assessments. Based on the information derived from these tests, students are then nominated for possible GATE identification. Traditional instruments include review of state test scores and district assessments. Non-traditional instruments include review of student work by GATE Facilitators and teachers. Parent referrals are also considered.</li> <li>c. Teachers are encouraged to nominate students for possible GATE identification. Parents may also request for students to be nominated. Etiwanda is a K-8 district therefore students are not formally nominated for testing until fourth grade. Through differentiated instruction, underrepresented populations are referred.</li> <li>d. Students may be nominated for participation each year.</li> <li>e. Teachers and administrators are provided training and information regarding the nomination process and characteristics of gifted learners. A Facilitator Handbook was created to disperse information regarding the nomination and referral process, gifted characteristics, timelines, and the Differentiated Learning Plan to each school site.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. GATE Facilitators and administrators annually review the characteristics of the identification process and make recommendations for any necessary changes that help in the on-going identification of GATE students in Etiwanda. District support personnel attend all meetings to acquire identification information. New teachers receive additional training through the district's "Special Populations" training.</li> <li>b. Data is maintained at each school site on student nominees. Information is then transferred from the elementary level to middle school. Information on nominated students who did not qualify is also maintained at each school site to be used for possible future nominations. ESD is currently revising the Student Data Program to help maintain data on nominees.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <p>No standards for this section.</p>
<p>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The school site GATE Facilitator, the school administrator and classroom teachers may together to help make final determinations on student qualification or non-qualification based on the information collection on the district identification form.</li> <li>b. An identification model using multiple criteria for GATE identification is in place to include the following: intellectual ability, achievement, norm reference tests (STAR), district reading, writing and math assessments, cognitive abilities test (CogAT), a behavior characteristic scale that is completed by both parents and teachers, and an impact factors worksheet. Individual nominee files are kept at school sites and become a part of the students' cumulative file.</li> <li>c. Parents are informed of a student's eligibility by mail. Letters are sent home with test results and eligibility status Parents are encouraged to discuss the findings with the site Facilitator to initiate an appeal. Teachers and administrators are informed of the eligibility results as well.</li> <li>d. It is Etiwanda School District's practice to recognize transfer</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Pursuant in the efforts to revise the identification process so it is reflective of the growing EL population in Etiwanda, changes were made during the 2006-2007 school year to modify the identification process. EL students recommended for testing, participate only in the non-verbal and quantitative section of the CogAT. The identified Hispanic population has grown to 22%, along with significant increases in African American and Asian populations. The identification of Caucasian students has dropped to just above 40%.</li> <li>b. In working with the surrounding high school districts, Etiwanda adopted a new testing model to be more consistent with their practice. Components of various tests were</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Eligibility is a frequent topic of discussion at Facilitator meetings. Eligibility is determined based on district identification criteria. School site Facilitators maintain records on eligible GATE candidates. The identification process was revised in 2007-2008 due to changes in the district assessment program.</li> <li>b. The identified Hispanic population has grown to 22%, along with significant increases in African American and Asian populations. The identification of Caucasian students has dropped to just above 40%. Etiwanda continues to solicit GATE students from all ethnic populations of students.</li> </ul>

<p>students from other districts previously identified as gifted. Students are not removed from the ESD GATE program and remain active participants in Etiwanda. Verification of GATE status and notification of qualification to parents is completed as quickly as possible.</p>	<p>examined and Etiwanda opted to use the Cognitive Abilities Test. ESD GATE Facilitators and administrators agreed the CogAT assessed students with a wider variation of visual, auditory and spatial modalities. Currently the CogAT is still the Etiwanda's testing tool of choice.</p>	
<p>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.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Students in Etiwanda are serviced in a variety of ways. All schools provide differentiated instruction in the core curriculum. Some schools offer cluster groupings for students whereas others provide instruction using the excel model. Orientation programs are offered at the beginning of each school year to inform parents of students entering and participating in gifted instruction. Yearly participation forms are signed by parents and housed in each student's file.</li> <li>b. Identification information is available to parents upon request. All information is forwarded to the student's new school of attendance.</li> <li>c. Participation in the GATE program is based on cumulative identification information collected from multiple sources. In 2006-2007 a Differentiated Learning Plan was developed to ensure a clearer definition of differentiated instruction in the classroom.</li> </ul> <p>Once a student is identified GATE, they remain identified through completion of eighth grade in the Etiwanda School District. Articulation is on-going with the local high schools to ensure a successful transition. To be concurrent with local high schools' changing identification procedures, Etiwanda has now included more frequent testing dates for eighth grade students.</p>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. It is not a practice of the Etiwanda School District to remove students from the GATE program. Conferences inform parents of academic concerns when necessary. Parents have the option of choosing to not have their child participate in GATE activities, but continue to participate in activities more aligned with the general education program.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <p>No standards for this section.</p>

### Section 3: Curriculum and Instruction

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

<p>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum in the Etiwanda School District is designed to provide for and supplement the continuity and comprehensiveness of learning experiences that meet or exceed state core curriculum and standards. Students are served in cluster settings or part-time flexible groupings which are reflective of both Susan Winebrenner and Joe Renzulli.</li> <li>b. Teachers use the icons of Depth and Complexity and Content Imperatives to offer differentiated curriculum strategies. These strategies encourage a deeper level of thinking which support authentic student products.</li> <li>c. ESD teachers extend the academic content standards through differentiated instruction in the classroom setting. These classroom settings incorporate depth and complexity, novelty, acceleration, and compacting strategies that reflect the theories of Sandra Kaplan. Because gifted students need a high level of complexity, depth and acceleration in their learning; activity menus, tiered assignments, alternative challenge packets, and small independent study groups are regularly in use in gifted students' classrooms.</li> <li>d. Elements of depth and complexity are integrated into the district's literature adoption, history, and science standards to promote the discussion of ethical issues. Project Wisdom is a program used as school sites in Etiwanda. The program promotes positive self-esteem, sensitivity and responsibility to self and others, and contributions to society. In second grades among the district, the program "Too Good for Drugs" is used. A focus at some middle schools is a character development program which looks at ethics, student choices, empathy and social responsibilities.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Curriculum compacting is in use in many classrooms and is one strategy for differentiating curriculum. Some school sites use compacting within flexible math groups particularly at the high end of the spectrum. Following a brief classroom assessment, students participate in more developmentally challenging activities.</li> <li>b. Teachers use the icons of Depth and Complexity and Content Imperatives to offer differentiated curriculum strategies. These strategies encourage a deeper level of thinking which support authentic student products. ESD teachers extend the academic content standards through differentiated instruction in the classroom setting. These classroom settings incorporate depth and complexity, novelty, acceleration, and compacting strategies that reflect the theories of Sandra Kaplan. Because gifted students need a high level of complexity, depth and acceleration in their learning; activity menus, tiered assignments, alternative challenge packets, and small independent study groups are regularly in use in gifted students' classrooms.</li> <li>c. In addition to the differentiated strategies of depth and complexity, novelty, acceleration, and compacting to reinforce the needs, interests, and abilities of gifted students, Etiwanda trains teachers with AB466 for literature and AB75 for math. These state adopted programs are reviewed with teachers in grades K-8 to maximize the use of alternative activities for gifted students.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. District adopted curriculum programs help teachers develop individual or school site scope and sequence for learning among grade levels. Etiwanda's Professional Development Department has helped focus the vision over the past several years as we adopt new materials in science, social studies, literature, and math. As teachers become more familiar with the adoptions and materials the importance of developing a district wide scope and sequence for GATE students is becoming an area of focus. Developing a scope and sequence for GATE students will become an ongoing project for GATE Facilitators, teachers, staff development, and administrators.</li> </ul>

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

<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"><li>a. Differentiating curriculum through the use of icons of depth and complexity is a regular part of the school day in many classrooms. ESD GATE students participate in heterogeneous or homogenous instruction in the core curriculum subjects of reading, math, science, and social studies on a daily basis.</li><li>b. Kaplan's icons of Depth and Complexity and the content imperatives as well as various models for tiered assignments are an integral part of many GATE classrooms. These strategies provide the creative and problem solving components critical to GATE instructions.</li><li>c. An integral part of Etiwanda's district adopted curriculum is the differentiated curriculum components that are available in literature, math, science and social studies. The district technology plan has established standards for all students, including high achievers, at each individual grade level.</li></ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"><li>a. The differentiated curriculum in the Etiwanda School District is designed to provide for and supplement the continuity and comprehensiveness of learning experiences that meet or exceed state core curriculum and standards. One middle school course of study in Greek Mythology uses the icons of depth and complexity to provide students the opportunities to compare and contrast Greek Mythology and study the parallels of pyramids and temples with society today.</li><li>b. Because GATE instruction is an integral part of the day, GATE students will participate in either heterogeneous or homogeneous instruction in core curriculum subjects of reading, math, science, and social studies. However, during independent work time flexible groups are used and GATE students work on appropriate projects that promote inquiry and self-directed learning.</li><li>c. Teachers used leveled ability groups as well as available technology software to augment differentiated curriculum. Alternative assignments are available to all interested students based on teacher discretion and student progress.</li></ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"><li>a. A differentiated curriculum serves large groups, small groups, and individual students. Independent projects are used for both individual learners and small groups.</li></ul>
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## Section 4: Social and Emotional Development

Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. (EC 52212[a][1])

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p><b>Minimum Standards: One year approval</b></p> <p>a. Information and training regarding the characteristics of gifted learners and social and emotional development are a regular discussion topic among Facilitators at district advisory meetings. Facilitators are responsible for sharing information with parents and teachers at individual school sites. Parents also receive information through parent representatives of the Parent Advisory Committee as well as during the meeting held at ESD's GATE Parent Night held in the early fall.</p> <p>b. Gifted students are made aware of career and college options at career day activities. Middle school share career and college options at various times throughout the school year. During 2007, one middle school began and AVID program to help ESD's college bound students.</p>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. ESD GATE teachers are trained to understand the unique social and emotional needs of gifted children. Teachers have many opportunities to attend trainings at local universities and district provided trainings to implement strategies that support social and emotional development.</p> <p>b. Trained personnel provide guidance and counseling services to gifted learners regarding social and emotional needs when needed. Referral services such as our local SELPA office are available and communicate regularly with the district and school sites regarding parent trainings, support, and community resources.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>a. Teachers and principals provide counseling as needed. Intern counselors are on elementary campuses one day a week. At the middle school level, teachers on assignment are available on a daily basis to implement intervention strategies.</p> <p>b. Teachers and counselors work together to implement intervention strategies for at-risk gifted students. Resources such as <u>The Pre-Referral Intervention Manual</u> (PRIM) and <u>Behavior Intervention Manual</u> (BIM) are available to assist teachers and personnel with social and emotional intervention strategies.</p>
4:2 At risk gifted students are monitored and provided support ( e.g. underachievement, symptoms of depression, suicide, substance abuse).		
<p><b>Minimum Standards: One year approval</b></p> <p>a. Resources are available to teachers and administrators to help in recognizing at-risk symptoms. Referrals are made to appropriate personnel.</p> <p>b. Trained personnel provide guidance and counseling services to gifted learners regarding social and emotional needs when needed. Referral services such as our local SELPA office are available and communicate regularly with the district and school sites regarding parent trainings, support, and community resources.</p> <p>c. At-risk students who receive counseling services remain active in the GATE program and are not excluded due to related social and emotional problems unless a parent request was made.</p> <p>d. Parents of at-risk gifted students receive information and support through parent-teacher conferences, progress reports and regular parent-teacher communication.</p>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. School site Child Study Teams consisting of teachers, administrators and counselors are available to help teachers design and implement intervention strategies. ESD GATE teachers monitor underachievement and issues of social and emotional development on a GATE Differentiated Learning Plan.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>a. Teachers and principals provide counseling as needed. Intern counselors are on elementary campuses one day a week. At the middle school level, teachers on assignment are available on a daily basis to implement intervention strategies. Teachers and counselors work together to implement intervention strategies for at-risk gifted students. Resources such as <u>The Pre-Referral Intervention Manual</u> (PRIM) and <u>Behavior Intervention Manual</u> (BIM) are available to assist teachers and personnel with social and emotional intervention strategies.</p>

### Section 5: Professional Development

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

<p>5:1 The district provides professional development opportunities related to gifted learners on a regular basis.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. GATE teachers in Etiwanda are surveyed on a yearly basis. Results are shared with GATE Facilitators and School Site Principals and are instrumental in supporting professional development opportunities.</li> <li>b. District evaluation forms are completed at the end of each training, and are used to determine the effectiveness for teachers. Results are used to plan future trainings.</li> <li>c. In the last three years, Etiwanda has worked closely in conjunction with experts in surrounding districts to provide training and expertise in the area of gifted education for the teachers of gifted students. During the 2006/2007 school year, John DeLandsheer (JD Seminars) provided a six day in-house GATE certificate program for 30 Etiwanda teachers. He is returning to work specifically with principals in the area of identifying gifted strategies being used in the classroom with students.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Gifted education is a part of the Etiwanda Induction Program. Teachers attending “Special Populations” Training, learn strategies for meeting the needs of gifted learners. Experienced teachers as well as new teachers are encouraged to attend.</li> <li>b. Teachers of gifted students are provided the opportunity to attend inservices within the district as well as attend outside conferences. In the 2006/2007 school year, ESD asked administrators to select teachers from each school site to attend a district certification program. It is the school district’s intent to make this training available every other year for teachers. The district supports placement of GATE identified students with teachers who have gifted education training.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The Etiwanda School District Professional Development Center provides a wide range of professional development opportunities for all teachers. Teachers attending “Special Populations” and “District Equity” Training, learn strategies for differentiating instruction. Experienced teachers, administrators, and new teachers are encouraged to attend. Individual school site Facilitators network frequently to accommodate various levels of teacher competency.</li> </ul>
<p>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. ESD provided the opportunity for at least one teacher from each school site to receive specialized GATE training from the California Associated for the Gifted Conference. During the 2006/2007 school year, John DeLandsheer (JD Seminars) provided a six day in-house GATE certificate program for 30 Etiwanda teachers. It is the school district’s intent to make this training available every other year for teachers.</li> <li>b. The ESD GATE Coordinator attends regular network meetings, outside gifted education conferences, and district trainings.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Teacher-to-teacher professional development is an on-going strength of the Etiwanda School District. Facilitators, who are also classroom teachers, facilitate the sharing of information and strategies on a regular basis at school site staff meetings. Experts such as Eileen Galarzi, Nancy Craig, Judy Roseberry, Margie Fuller from Redlands, and John DeLandsheer have conducted inservices with Etiwanda parents, teachers, and administrators.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. For the past three years, many teachers assigned to gifted students have attended the Upland Unified School District GATE certification program. In the 2006/2007 school year, a GATE certification program in the Etiwanda School District was provided through JD Seminars. A small percentage of Etiwanda teachers also hold a GATE Certificate from the University of Redlands and UC Riverside.</li> <li>b. The ESD GATE Coordinator attends regular network meetings, outside gifted education conferences, and district trainings and has been working with the program for the past six years continuing to strengthen the GATE program in the district.</li> <li>c. Follow up classroom support for application of activities that are presented during “Special Populations” training is available to all teachers.</li> </ul>

**5:2 Continued**

- c.** On the annual district needs survey, Etiwanda teachers identified the need for professional development training to be offered for district administrators as well. Based on this information, during the 2007/2008 school year administrators from each school site will attend training “What Principals Need to Know” with John DeLandsheer. Support staff regularly attend all GATE functions offered within the district to gain more expertise in the area of gifted education. Intern counselors are available at school sites to offer professional support to teachers and staff.
- d.** During the 2007/2008 school year administrators from each school site attended training “What Principals Need to Know” with John DeLandsheer. Administrators and district personnel attend individual site trainings and district wide sessions.

- d.** GATE Facilitators support teachers at school sites. ESD Professional Development trainers also work with publisher trainers for district adopted materials and offer support to all classroom teachers in differentiated instruction strategies. Experts such as Eileen Galarzi, Nancy Craig, Judy Roseberry, Margie Fuller from Redlands, and John DeLandsheer have conducted inservices with Etiwanda parents, teachers, and administrators.

## Section 6: Parent and Community Involvement

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

6:1 Open communication with parents and the community is maintained.		
<p><b>Minimum Standards: One year approval</b></p> <ol style="list-style-type: none"> <li>a. School site Facilitators inform parents of the district’s procedures and identification criteria at the GATE Parent Night held at each school site prior to October 31<sup>st</sup> of each school year. Programs specific to each school site are also discussed.</li> <li>b. A copy of the Etiwanda School District GATE Plan is on file at the district office and available to parents upon request. This plan would provide information regarding the district’s criteria and identification procedures. Starting in the 2008/2009 school year with the approval of the new plan, the GATE Plan will be available for parents on the district website.</li> <li>c. Parent input, planning, and evaluation is a regular part of the parent advisory committee meetings which are held 5 times per school year. Parents participate in a yearly evaluation of the GATE program.</li> </ol>	<p><b>Commendable Standards: Two year approval</b></p> <ol style="list-style-type: none"> <li>a. Four parent advisory committee meetings as well as a district wide parent orientation are held each year. These meetings relate regular updates regarding the gifted and talented education program in Etiwanda. The differentiated learning plan (new in 2007/2008) helps GATE teachers share the products of gifted students in the classroom.</li> <li>b. Parents are able to view products and achievements of gifted students through activities such as Destination Imagination, Scripps Spelling Bee, Stargate Learning Adventure, and Wells Fargo Banking classes. Following an after school cooking class at one elementary site, the GATE students prepared a dinner for their parents.</li> </ol>	<p><b>Exemplary Standards: Three year approval</b></p> <ol style="list-style-type: none"> <li>a. Information is provided to parents at the regular Parent Advisory Meetings. A new implementation plan is to focus on a specific component at each meeting. A tentative schedule is as follows..                         <ul style="list-style-type: none"> <li>• Sept. – Program Assessment/Design/ Identification</li> <li>• Nov. – District Wide Parent Night (topic to be determined parental needs, wants, and concerns)</li> <li>• Jan. – Differentiated Curriculum/Instruction</li> <li>• Mar. – Social/Emotional Needs</li> <li>• May – Professional Develop &amp; Parent and Community Involvement</li> </ul> </li> <li>b. The talents and resources of the parents and community support the after school activities such as Destination Imagination at several school sites. This year several parents served as judges or coaches with Destination Imagination. Parents and community resources supplement after school activities.</li> <li>c. Partnerships between the ESD and Wells Fargo are in existence with many schools. Students were introduced to various banking aspects. GATE students engaged in environmental practices with the Air Quality Management District.</li> </ol>
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
<p><b>Minimum Standards: One year approval</b></p> <ol style="list-style-type: none"> <li>a. Four Parent Advisory Committee meetings as well as a district wide parent orientation are held each year. It is not uncommon for the Superintendent or Special Programs Director to attend the meetings.</li> <li>b. ESD’s GATE Coordinator and site Facilitators share enrichment opportunities with parents. Information such as the parent specific information from the CAG Conference, summer programs, and ESD GATE Summer Academy are regularly discussed at the regular parent meetings.</li> <li>c. Principals and school site Facilitators make an effort to select parents that are representative of individual school populations.</li> </ol>	<p><b>Commendable Standards: Two year approval</b></p> <ol style="list-style-type: none"> <li>a. A parent member of the GATE advisory committee cosigns the district’s GATE application scheduled for board approval May 29, 2008.</li> <li>b. Four Parent Advisory Committee meetings as well as a district wide parent orientation are held each year. These meetings relate regular updates regarding the gifted and talented education program in Etiwanda.</li> <li>c. Reading resources have been posted on the ESD website. Information regarding the GATE program is shared at School Site Council meetings. ESD has a compilation of resources including books and magazines like the “GATE Communicator” for checkout to parents.</li> </ol>	<p><b>Exemplary Standards: Three year approval</b></p> <ol style="list-style-type: none"> <li>a. Principals and school site Facilitators make an effort to select parents that are representative of individual school populations. All meetings are held at the district office. Advance notice to parents allows time to contact Facilitators or district personnel related to transportation issues.</li> </ol>

**6:2 Continued**

- d. ESD provides speakers with GATE expertise such as John DeLandsheer, Margie Fuller, Nancy Craig, and Eileen Galarzi. Reading resources have been posted on the ESD website. Parents and staff members are invited to attend. Experienced teachers, administrators, and new teachers are encouraged to attend.
- e. Partnerships between the ESD and the community exist within many schools. Community support is evident in programs such as Destination Imagination, Wells Fargo Banking, Air Quality Management District, and other after school programs.

## Section 7: Program Assessment

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

<p>7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.</p>		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Parents, teachers, and students participate in a yearly evaluation of the GATE program. Results are shared at the initial Facilitator/Parent meeting of the year. The information is viewed as suggestions for future changes and improvements to the program.</li> <li>b. The current assessment process addresses appropriate academic expectations, enrichment opportunities, parent/teacher communication, identification, and student motivation.</li> <li>c. Student achievement is measured through report card grades, district assessments, and standardized norm reference tests. The district uses California Standards tests for second through eighth grade. Third grade students also participate in CAT6 testing. GATE students also complete a student assessment survey evaluating their GATE experiences. Students participate in a program assessment survey after completing the week long ESD Summer GATE Academy in July.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Assessment activities are conducted and supervised by district personnel. One goal for ESD is to provide surveys on-line to provide immediate and ongoing feed back.</li> <li>b. Challenge activities that support standards based instructional program offer a clear description of performance expectations for GATE students at grade levels. Classroom teachers trained in gifted education design activities that challenge the performance of GATE students.</li> <li>c. Writing rubrics are an integral part of establishing the level of performance for all students in the Etiwanda School District. Teachers create rubrics to assess GATE products based on the activity.</li> <li>d. Etiwanda School District's differentiated learning plan (created in 2006/2007), helps collect information about student knowledge, abilities, and interests. The differentiated learning plan is a conference tool by which students, parents, and teachers reflect upon the student's successes. In middle school, student led conference strategies provide opportunities for collaboration and reflection.</li> <li>e. With the implementation of our new data collection program (Data Director), standardized and district assessment information is readily available for the local Board of Education. The results of the GATE program assessment (teacher, student, and parent surveys) are presented to site principals at the onset of each school year.</li> <li>f. District resources provide teachers and administrators training in the implementation of Data Director which provides resources for assessing the achievement levels of GATE students. District personnel compile results of survey information for distribution to all constituencies.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Writing rubrics are an integral part of establishing the level of performance for all students in the Etiwanda School District. Teachers create rubrics to assess GATE products based on the activity. Approximately 30 teachers across the district are piloting an electronic portfolio program that may be used as an assessment tool for GATE products.</li> <li>b. Parent, student, and teacher survey reports are used to reflect the strengths and weaknesses of the program. The survey reports establish a plan for improvement. Surveys are completed on a yearly basis which helps to update the program annually.</li> <li>c. ESD allocates time for Coordinators and Facilitators to conduct regular program assessments. District office personnel collect program assessment results and provide a yearly report. At this time, we are working with ESD technical support team to improve the assessment collection process.</li> </ul>

## Section 8: Budget

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

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. GATE funding sources are used to support professional development for new as well as experienced teachers. Funds are used to provide after school/ augmented services at participating schools. Funds are allocated for student testing relevant to student identification and placement.</li> <li>b. Funds are allocated to each school site based upon the number of GATE identified students participating at each site. Schools submit an annual funding report as part of their school site plan. Allocated funds are designed to support standards based instruction and differentiated instruction in the following ways: classroom libraries, art mentors and supplies, and field trips.</li> <li>c. Budget allowances are provided for a part-time GATE Coordinator. School site Facilitators are funded for extra assignments such as testing and program assessment.</li> <li>d. Carry over monies are maintained in the district GATE account. A large portion was allocated to train 30 teachers with GATE strategies.</li> <li>e. Indirect costs are less than 3% as per proposed budget plan for 2008/2009.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Budget allowances are provided for a part-time GATE Coordinator. Additional release time is available and funded for meeting the needs of the Etiwanda School District GATE program.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Gifted students benefit from other federal and state categorical funds such as School Improvement monies, School Safety and Violence funds, Title II Programs just to name a few.</li> </ul>

**GATE PROGRAM EVALUATION (#1)**  
**Review of Student Academic Progress (ESD Benchmark Data)**

<b>Middle School</b>	<b>ELA ADV B1</b>	<b>ELA PRO B1</b>	<b>ELA ADV B2</b>	<b>ELA PRO B2</b>	<b>MATH ADV B1</b>	<b>MATH PRO B1</b>	<b>MATH ADV B2</b>	<b>MATH PRO B2</b>
8 <sup>th</sup> Grade GATE	68%	26%	77%	18%	29%	44%	8%	29%
8 <sup>th</sup> Grade Dist	15%	28%	23%	25%	3%	17%	1%	4%
<b>7<sup>th</sup> Grade</b>								
7 <sup>th</sup> Grade GATE	87%	12%	95%	4%	26%	49%	27%	46%
7 <sup>th</sup> Grade Dist	34%	31%	47%	22%	3%	18%	2%	16%
<b>6<sup>th</sup> Grade</b>								
6 <sup>th</sup> Grade GATE	83%	14%	75%	23%	49%	43%	6%	38%
6 <sup>th</sup> Grade Dist	20%	29%	20%	29%	5%	29%	0%	3%

<b>Elementary School</b>	<b>ELA ADV B1</b>	<b>ELA PRO B1</b>	<b>ELA ADV B2</b>	<b>ELA PRO B2</b>	<b>MATH ADV B1</b>	<b>MATH PRO B1</b>	<b>MATH ADV B2</b>	<b>MATH PRO B2</b>
5 <sup>th</sup> Grade GATE	93 %	7 %	78%	22%	60 %	37 %	38 %	41%
5 <sup>th</sup> Grade Dist	38%	32%	21%	35%	13%	42%	4%	18%
<b>4<sup>th</sup> Grade</b>								
4 <sup>th</sup> Grade GATE	60%	36 %	89%	10%	87 %	13%	68%	30%
4 <sup>th</sup> Grade Dist	11%	38%	35%	40%	27%	37%	17%	41%

## SUMMARY NARRATIVE REVIEW OF STUDENT ACADEMIC PROGRESS

In 2007, the Etiwanda School District worked in conjunction with Action Learning to revise the district-wide assessment program. Comparative data will only be assessed for GATE and district students during the 2007/2008 school year.

In English Language Arts (ELA) in both benchmarks, GATE students scored significantly higher than district students across all grade levels in the advanced range. GATE students' scores reflected a lower percentage than district students in the proficient range in both benchmarks. Over 95% of GATE students scored in the advanced and proficient range on both benchmarks.

In mathematics, GATE students scored higher than district students across all grade levels in the advanced range on both benchmarks with significant differences in the 4<sup>th</sup> through 6<sup>th</sup> grade. In middle school, GATE students scored higher in the proficient range on both benchmarks. In elementary school, GATE students' scores reflected a lower percentage than district students in the proficient range in both benchmarks. In elementary school 75% or more of the GATE students scored in the advanced and proficient range in both benchmarks.

**GATE PROGRAM EVALUATION (#1)**  
**Review of Student Academic Progress (CST Data)**

8 <sup>th</sup> grade	ELA ADV			ELA PRO			MATH ADV (General)			MATH PRO (General)			MATH ADV (Algebra I)			MATH PRO (Algebra I)			SCIENCE ADV			SCIENCE PRO		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
GATE	59%	69%	69%	35%	29%	26%	18%			64%		1%	33%	59%	51%	47%	33%	40%		50%	53%		36%	34%
DIST	16%	20%	21%	31%	32%	32%	2%			17%		15%	10%	23%	19%	34%	34%	41%		14%	16%		24%	27%
7 <sup>th</sup> grade	ELA ADV			ELA PRO			MATH ADV (General)			MATH PRO (General)			MATH ADV (Algebra I)			MATH PRO (Algebra I)			SCIENCE ADV			SCIENCE PRO		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
GATE	55%	67%	67%	43%	29%	30%	67%	65%	69%	28%	31%	29%												
DIST	16%	19%	22%	38%	34%	34%	20%	21%	23%	33%	33%	32%												
6 <sup>th</sup> grade	ELA ADV			ELA PRO			MATH ADV (General)			MATH PRO (General)			MATH ADV (Algebra I)			MATH PRO (Algebra I)			SCIENCE ADV			SCIENCE PRO		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
GATE	61%	61%	77%	34%	31%	18%	61%	56%	74%	34%	40%	21%												
DIST	15%	16%	20%	27%	30%	32%	18%	15%	19%	31%	35%	35%												
5 <sup>th</sup> grade	ELA ADV			ELA PRO			MATH ADV (General)			MATH PRO (General)			MATH ADV (Algebra I)			MATH PRO (Algebra I)			SCIENCE ADV			SCIENCE PRO		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
GATE	75%	84%	85%	22%	13%	15%	73%	89%	94%	23%	9%	6%							22%	30%	45%	63%	59%	50%
DIST	24%	25%	22%	35%	34%	36%	23%	26%	25%	32%	30%	32%							6%	6%	9%	33%	35%	38%

4 <sup>th</sup> grade	ELA ADV			ELA PRO			MATH ADV (General)			MATH PRO (General)			MATH ADV (Algebra I)			MATH PRO (Algebra I)			SCIENCE ADV			SCIENCE PRO		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
GATE	87%	92%	90%	13%	7%	8%	88%	92%	89%	11%	7%	9%												
DIST	30%	31%	34%	35%	31%	31%	29%	32%	35%	29%	28%	30%												

Shaded blank areas represent student groups who did not participate in those particular subject area tests.

## SUMMARY NARRATIVE REVIEW OF STUDENT ACADEMIC PROGRESS

In the English Language Arts (ELA) category, comparative data shows an increase in the percentage of GATE students scoring advanced across the three year reporting periods with a subsequent decrease in GATE students scoring in the proficient range. In the same category, district students in some grade levels scored significantly lower in the advanced range. In all grade levels, district students scored higher in the proficient range than the advanced range as compared to GATE students.

In the Mathematics category, comparative data shows an increase in the percentage of 8<sup>th</sup> Grade Algebra I GATE students scoring advanced in 2005 and 2006 with a subsequent drop in proficient in the same two years. Scores in 2007 reflected a drop in advanced and an increase in proficient for 8<sup>th</sup> Grade Algebra I GATE students. A similar pattern is reflected for district students. In general mathematics for grades 4-7, comparative data shows an increase in the percentage of GATE students scoring advanced from 2005 to 2007. The most significant increase is shown in 5<sup>th</sup> grade, with GATE students increasing 21% in the advanced range. In the proficient range, GATE students remained relative consistent. In 4<sup>th</sup> and 7<sup>th</sup> grade, a slight change was noted, while 5<sup>th</sup> and 6<sup>th</sup> grades reflected a significant decline in the proficient range. District students remained relatively consistent with a slight increase in advanced and a slight decrease in proficient.

In the Science category, only 5<sup>th</sup> and 8<sup>th</sup> grade students participate in the CST portion of the STAR test. In 5<sup>th</sup> grade, scores significantly increased in the advanced range and decreased in the proficient range. In 2007, 95% of all GATE students scored in either the advanced or proficient range in science, reflecting a 14% rise in scores. Eighth grade scores reflect a slight increase in advanced and a slight decrease in the proficient range. District 5<sup>th</sup> grade students reflect a 3-5% increase in the advanced and proficient range. A similar pattern was reflected in district 8<sup>th</sup> grade students.

**Review of Administration of the GATE Program (#2)  
Analysis of Yearly Parent, Teacher, and Student Surveys**

	<b>Program Strengths</b>	<b>Program Needs</b>	<b>Program Goals</b>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Students are being academically challenged and motivated to excel</li> <li>• There are many enrichment opportunities</li> <li>• The GATE Identification process is effective</li> </ul>	<ul style="list-style-type: none"> <li>• Students should have more field trip opportunities</li> <li>• Schools should have more after school programs</li> <li>• Include more performing arts programs</li> <li>• Improve communication with parents</li> <li>• Increase the use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• District-wide/School-site web site improvements to facilitate consistent communication with parents and teachers</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• Projects with embedded coursework and after school</li> <li>• Students felt they made academic progress in Reading, Writing and Math</li> <li>• Enjoyed working with other GATE students in after school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Interest in additional Science topics</li> <li>• Interest in Foreign Language study</li> <li>• Increase the use of computers and technology</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the use of technology</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• JD Seminar Training for GATE teachers and Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Include more performing arts and music</li> <li>• Additional training and resources for differentiated instruction (embedded and augmented programs)</li> <li>• Include more technology</li> </ul>	<ul style="list-style-type: none"> <li>• Train more teachers with differentiated instruction</li> <li>• Attend related conferences</li> </ul>

## 2007/2008 GATE PROGRAM EVALUATION (#3)

**Procedures for Modifying the District GATE Program Based on the Annual Review(s):** Provide information regarding the district's plan for modifying the GATE program based on the annual review for each of the various program components listed below. Identify program strengths, needs, and improvement goals.

	<b>Program Strengths</b>	<b>Program Needs</b>	<b>Program Improvement Goals</b>
<b>Section 1: Program Design</b>	<ul style="list-style-type: none"> <li>• GATE Advisory Committee</li> <li>• Diverse student population</li> <li>• Articulation &amp; training with new teachers</li> <li>• Training for experienced teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Clustering of students to meet varying academic needs and levels.</li> <li>• Identify potential GATE learners in second and third grade and implement differentiated instruction within the core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend incorporating flexible groups in language arts and math.</li> <li>• GATE training for second and third grade teachers in differentiated instruction.</li> </ul>
<b>Section 2: Identification</b>	<ul style="list-style-type: none"> <li>• Diverse student population</li> <li>• On-going evaluation of identification criteria</li> <li>• School and District parent orientation meeting</li> <li>• Identification process</li> </ul>	<ul style="list-style-type: none"> <li>• Reevaluate identification criteria based on new district assessments</li> <li>• Analyzing test data over multiple years for GATE students.</li> <li>• Assess student scores for continued growth and identify areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine language arts and math benchmark assessment data of GATE students to determine the usefulness of the information as an appropriate GATE tool.</li> <li>• Comparative studies using Data Director.</li> <li>• Develop ESD action plan for GATE students at risk of losing GATE status.</li> </ul>
<b>Section 3: Curriculum &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Teacher resources</li> <li>• A variety of teaching models</li> <li>• Planning and articulation</li> </ul>	<ul style="list-style-type: none"> <li>• Extend teacher's use of content imperatives</li> <li>• Administrators increase knowledge of icons of depth and complexity and content imperatives</li> <li>• On-going training for teachers in differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a scope and sequence for differentiation</li> <li>• Additional training for Administrators and teachers</li> </ul>
<b>Section 4: Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>• On campus intern counselors</li> <li>• GATE Differentiated Learning Plan</li> <li>• Community resources (SELPA)</li> </ul>	<ul style="list-style-type: none"> <li>• Continued training on social and emotional needs of gifted students</li> <li>• Opportunities for GATE students to come together district wide by grade-level for structured GATE activities</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated activities between GATE elementary students (4<sup>th</sup> and 5<sup>th</sup>) at middle school sites</li> <li>• Cross grade-level communication</li> <li>• Specific concerns from subsequent grade-levels</li> </ul>

<b>Section 5: Professional Development</b>	<ul style="list-style-type: none"> <li>• District certification program</li> <li>• Training for administrators</li> <li>• Induction program to support new teachers</li> <li>• Monthly network opportunities with teachers</li> <li>• Networking with county GATE coordinators</li> <li>• Networking with high school facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• Continued training for teachers</li> <li>• Application of current research strategies in regards to differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• 2008/2009 - JD Seminar training</li> <li>• 2010/2011 - JD Seminar training</li> <li>• One to two teachers per site attend CAG Conference</li> </ul>
<b>Section 6: Parent &amp; Community Involvement</b>	<ul style="list-style-type: none"> <li>• Parent Advisory Committee</li> <li>• Community support for after school activities</li> <li>• Outside speakers and the information they provide to parents</li> </ul>	<ul style="list-style-type: none"> <li>• On-going focus on most current research</li> <li>• Full-time GATE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Plan posted on website for parent information</li> <li>• Discussion and focus on specific section of the ESD GATE Plan</li> <li>• Put parent/student/ teacher surveys on-line</li> <li>• District participation in reading of GATE applications on a yearly to every other year basis</li> </ul>
<b>Section 7: Program Assessment</b>	<ul style="list-style-type: none"> <li>• Yearly evaluation tool</li> <li>• Data Director as a tool to collect information related to the academic progress of GATE students</li> </ul>	<ul style="list-style-type: none"> <li>• District wide scope and sequence</li> <li>• GATE product rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Put parent/student/ teacher surveys on-line</li> <li>• Electronic portfolio</li> </ul>
<b>Section 8: Budget</b>	<ul style="list-style-type: none"> <li>• Funds are allocated to individual school sites for site-specific activities</li> <li>• Funds are available for teacher and facilitator training</li> </ul>	<ul style="list-style-type: none"> <li>• Continued teacher and facilitator training.</li> </ul>	<ul style="list-style-type: none"> <li>• Fund individual school site-specific activities and training for facilitators and teachers.</li> </ul>

- GATE Program Needs
- GATE Program Improvement Goals

## ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

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

## ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

1. The ESD GATE Parent Advisory Committee has helped developed a district plan that includes a description of..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." (*EC* 52853[a]) The plan has been approved by the local governing school board and is available to the public and the State Superintendent of Public Instruction. (*EC* 52850)

The district governing board determines the portion of the district's grant pursuant to Chapter 8 that will be allocated to schools for inclusion in the school budget. (*EC* 52857 et. seq.) GATE funds are used solely in support of the school site plan. (*EC* 52886[c]) Funds are used to supplement, not supplant existing state and local efforts. (*EC* 52852.5[c])