

2007-08

# Gifted and Talented Education (GATE) Program Application

<b>Send original to be postmarked by <u>June 15, 2006</u>, to:</b> GATE Program Mathematics and Science Leadership Office California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901 <b>Information:</b> Application: (916) 323-5847      Program: (916) 323-5505	<b>LEA Name and Mailing Address:</b> Kerman Unified School District
	151 S. First Street
	Kerman _____ CA 93630
	<b>County:</b> Fresno County
<b>County-District Code:</b> <u>  1  </u> <u>  0  </u> - <u>  7  </u> <u>  3  </u> <u>  9  </u> <u>  9  </u> <u>  9  </u>	

<b>Person Completing Application:</b> Printed Name: <u>Mark Ruiz</u> Title: <u>Director</u> Phone: <u>559-842-2051</u> Ext.: _____ Fax: <u>559-846-3986</u> E-mail: <u>Mark.ruiz@kermanusd.com</u>	<b>Local Governing Board Approval:</b> The local governing board has determined the most appropriate educational program for participating students (California <i>Education Code [EC]</i> Section 52206).  <b>Date or anticipated date of local governing board approval of GATE application:</b> <u>May 17, 2007</u>
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<b>Superintendent's Signature and Certification:</b> I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete.  <u>Roger Halberg</u> Printed Name of Superintendent Phone: <u>559-842-2001</u> Ext.: _____ Fax: <u>559-846-5941</u> E-mail: <u>Roger.halberg@kermanusd.com</u>  Signature of Superintendent _____ Date _____	<b>Parent Participation:</b> The district's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district GATE program (CCR, Title 5 Regulations, Section 3831[j]).  <b>Optional: Signature of parent member on District GATE Advisory Committee or School Site Council.</b>  _____ Signature _____ Date _____
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<b>Check all that apply:</b> <input type="checkbox"/> LEA application includes one or more charter schools <input checked="" type="checkbox"/> GATE included in School-Based Coordinated Programs <input type="checkbox"/> LEA participates in GATE Consortium: Lead _____ <input checked="" type="checkbox"/> Indirect costs do not exceed 3 percent.  <b>District Enrollment:</b> <u>4049</u> <b>Number of GATE Students:</b> <u>470</u> <b>Grade Levels:</b> <u>K-12</u> <u>X</u> <u>K-8</u> <u>K-6</u> <u>9-12</u> <u>Other (Indicate)</u> _____	<b>For CDE Office Use Only:</b> <input type="checkbox"/> Budget explanation <input type="checkbox"/> Excessive carryover <input type="checkbox"/> Meets Standards for: 1-Year    2-Year    3-Year    5-Year <input type="checkbox"/> Denied _____ <input type="checkbox"/> Resubmitted _____  Reviewer(s) _____ Date _____
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Proposed Budget Plan for 2007-08				
Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	\$8000	\$210,000	Salaries for After School programs at Kerman-Floyd, Sun Empire, Kerman Middle School- \$35/hour to pay teachers. Salaries for Accelerated 5 <sup>th</sup> and 6 <sup>th</sup> grade teachers paid out of general fund. AP and Honors teachers paid out of general fund with classes held during regular school day.
2000	Classified Personnel Salaries			
3000	Employee Benefits	\$1000	\$45,000	Benefits for After School programs at Kerman-Floyd, Sun Empire, Kerman Middle School- \$4.20/hour Accelerated 5 <sup>th</sup> and 6 <sup>th</sup> grade teachers benefits paid out of general fund. AP and Honors teachers benefits paid out of general fund with classes held during regular school day.
4000	Book and Supplies (including computer software)	\$22,925		Materials to supplement AP and Honors classes at Kerman High, Accelerated classes at Liberty Intermediate, and After School programs at Sun Empire, Kerman-Floyd, and Kerman Middle School.
5000	Other Services and Other Operating Expenditures			
	<b>Subtotal</b>			
6000	Other Capital Outlay (including computer equipment)			
7000	Indirect Costs (maximum of 3 percent, <u>excludes</u> Capital Outlay)	\$987		
	<b>TOTAL PROPOSED BUDGET</b>	\$32,912	\$255,000	
	Amount of GATE Carryover funds and description of how carryover will be spent	0		

### School-Based Coordinated Programs

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

School	GATE Funds		School	GATE Funds
Sun Empire Elementary	\$5514			
Kerman-Floyd Elementary	\$8054			
Liberty Intermediate	\$5558			
Kerman Middle School	\$5445			
Kerman High School	\$8341			

LEA Name: Kerman Unified School District

10 73999  
 COUNTY CODE DISTRICT CODE

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

**STUDENT IDENTIFICATION CATEGORIES**

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

Intellectual Ability <u>X</u>	High Achievement <u>X</u>	Specific Academic Ability <u>X</u>	Leadership Ability <u>X</u>
Creative Ability <u>X</u>	Visual and Performing Arts <u>X</u>	Other _____	

**PROGRAM NARRATIVE**

I. The City of Kerman, incorporated in 1946, is located 225 miles north of Los Angeles and 185 miles south of San Francisco. Kerman is an agriculture community of over 11,000 people. Situated in the center of the San Joaquin Valley, approximately 17 miles west of Fresno, Kerman offers easy access from nearby interstates, rail, and air terminals to West Coast agricultural and industrial markets. Kerman is a family oriented agricultural community.

Kerman Unified School District consists of two elementary schools - Kerman-Floyd Elementary, located in the city of Kerman, and Sun Empire Elementary School, serving rural students. These two sites funnel students to one intermediate school- Liberty Intermediate - located in the city of Kerman. Kerman Middle School, Kerman High School, and Nova Continuation are located in the city of Kerman. The October 2006 CBEDS reports that KUSD has 4069 students. Three major ethnic groups comprise the student body: Hispanic or Latino (3184 or 78%), White – not Hispanic (579 or 14%), and Asians from Punjab, India (244 or 6%). Seventy percent of the total student population comes from families that are in the lower income bracket. Twenty-three percent of the total student population is Migrant. The leadership of Kerman USD includes the superintendent, assistant superintendent of personnel, assistant superintendent business services, 3 directors, 5 principals, 6 assistant principals, 2 learning directors, and 1 district library media teacher. The district consists of 191 full-time teachers. In addition, there are library technicians, technology staff, and classified staff who are full-time and part-time in student support and services. Two psychologists are available weekly or as needed.

The principal is considered the instructional leader on each campus and is assisted by staff who review programs and student performance on an ongoing basis. School programs are continually reviewed and revised as new standards and resources are developed and implemented. Curriculum is aligned to the California State Standards. Recommendations are made to the principal and every effort is made to keep teachers informed about CA state standards alignment and instruction.

The philosophy of Kerman Unified School District is to aid students in the development of the life skills of reading, communicating, computing, and decision making which will enable our students to choose productive vocations, as well as enter into higher education. The district also recognizes the responsibility to assist students with the development of personal qualities such as self-discipline, self-esteem, integrity, respect for others, values, and pride in community and nation which combine to make each individual a productive citizen.

The KUSD Board adopted BP 6172 (a) on November 11, 2001: The Governing Board believes that all students deserve an education that challenges them to meet their full potential. The Board shall provide gifted and talented students opportunities for learning commensurate with their particular abilities and talents. Programs for gifted and talented students may include special day classes, part time groupings, cluster groupings, acceleration, Honors courses, AP courses, independent study, postsecondary education, and enrichment which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. KUSD shall ensure the full participation of eligible students regardless of their ethnic, cultural, linguistic or economic background. The program Kerman Unified provides serves to meet the challenging needs of the accelerated student. The goal of this program is to provide a rigorous curriculum that will motivate students to be the very best, to provide an environment in which students will be challenged and in which they feel free to think beyond the box and to ensure that accelerated students meet the districts highest academic standards and that assessments of the students are analyzed for program change.

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)

***Recommended Standards for Programs for Gifted and Talented Students***

**For one-year approval, standards in the first column should be in place. For a two-year approval, standards in both column one and column two should be in place. When standards in all three columns are in place, districts may expect a three-year approval. Each level should show increasing quality.**

**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])**

<p><b>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.</b></p> <p>The school district's Vision: As a result of receiving best instructional practices, all Kerman Unified School District students will demonstrate character, academic improvement, and responsibility for themselves and their community. Staff and parents will work together to provide a climate that empowers everyone to maximize learning.</p> <p>The school district's Mission Statement: Kerman Unified School District will provide the best instruction and opportunities to improve academics, learn leadership and develop character for all students.</p> <p>The school district's philosophy for the accelerated program: The goal of this program is to provide a rigorous curriculum that will motivate students to be the very best, to provide an environment in which students will be challenged and in which they feel free to think beyond the box, to ensure that accelerated students meet the district's highest academic standards and that assessments of the students are analyzed for program change.</p> <p>Goals: *Identify and service all gifted and talented student in kindergarten through grade twelve. *Identify and service underrepresented populations through various screening and research-based approaches. *All students will meet or exceed the state academic content standards. The curriculum will be differentiated through acceleration, depth, complexity, and novelty. *In this fiscal year all Accelerated teachers will continue to differentiate instruction with new emphasis on the social and emotional needs of gifted students. *KUSD will provide annual professional development to district elementary, intermediate, and high school staff regarding the intellectual, social, and emotional needs of the gifted.</p>		
<p><b>Minimum Standards: One-year approval</b></p> <p><b>a. The plan includes an intellectual component with objectives that meet or exceed state academic content standards.</b></p> <p>The Accelerated program offers a variety of opportunities to acquire complex curriculum that meets or exceeds state academic standards.</p> <p>Differentiation of the core curriculum through</p>	<p><b>Commendable Standards: Two-year approval</b></p> <p><b>a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms.</b></p> <p>Information about the district Accelerated program is made available through the Accelerated Program flyer (English/Spanish). A complete district plan is available for review in the office of the State and Federal Programs Director and at each school site</p>	<p><b>Exemplary Standards: Three-year approval</b></p> <p><b>a. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.</b></p> <p>Because of high numbers of students identified in the three selected categories (High Achievement, High Achievement in a Specific Academic Subject, and Intellectual Ability), the</p>

<p>acceleration, depth and complexity and novelty is consistent with the current research provided by the California Association of the Gifted (CAG).</p> <p>The California Content Standards are taught to mastery by differentiating the curriculum using the concepts of <i>depth</i> and <i>complexity</i>. In addition to depth and complexity, higher level thinking skills and research skills are taught using a variety of instructional strategies. Pacing is adjusted and curriculum is compacted when appropriate to meet the needs of the gifted students. Students may learn the curriculum at a faster pace, or they may be placed in a more advanced class. Cluster grouping, part-time grouping and independent projects are also used. Students create products that illustrate mastery of the standards.</p>	<p>(when requested). The Accelerated Plan will be put on the website by August 2007.</p>	<p>district has made a conscious decision to concentrate on providing an excellent program in the area of Intellectual Ability and High Achievement; however, we do recognize exceptionally talented students identified in the areas of Creative Ability, Leadership, and Visual and Performing Arts. At each school site, accelerated students are given many opportunities to be together to perform, compete, explore, and work together as teams. Some examples are: OM, Saroyan and other various writing contests, e.g. Chess Club Competitions, enrichments such as: Spelling Bee, Knowledge Masters, Career Skills Challenge, Super Reader Fieldtrips, Math Teams, Academic Decathlon Team, Author's Fair, Rotary Speech Contest, Choir and Band competitions. At Sun Empire the Peer Mediation program and Community Service Teams gives students an opportunity to expand their skills and knowledge and provide a service to the school. Student councils at each site give accelerated students an opportunity to build or reinforce leadership skills. These activities increase student responsibilities and self- awareness while providing opportunities to use their talents in the leadership area.</p>
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<p><b>b. The plan incorporates expert knowledge, is approved by the local Board of Education, and is available.</b></p> <p>The district's Board of Education reviews and approves the district accelerated plan. The complete district application is available for review in the office of the State and Federal Programs Office. Information about the accelerated program is made available to schools, parents, and the community in various ways including a bilingual brochure, notices sent home via the school, KUSD web site, and meetings: Accelerated Program Informational Meeting, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC) and the District Accelerated Advisory Committee.</p>	<p><b>b. Participation in the program is not limited by other problems of logistics.</b></p> <p>All program services are standard from site to site. To ensure this, principals at each school site are trained annually for the Alternative Identification Program (AIP) Process and the implementation of the site's Accelerated plan to ensure consistency throughout the schools. The State and Federal Programs Director reviews the procedures with all district principals. Accelerated Program services and opportunities are provided to students at all sites, excluding alternative education.</p>	
<p><b>c. The plan aligns with the available resources of the school's staff, parents, and community.</b></p> <p>Every site annually completes a Single Plan for Student Achievement, which contains: the school vision, a school profile, the School Accountability Report Card, school and student performance data, an action plan, the site strategic plan, site budget, and advisory committee information. A description of services to Accelerated students are aligned with the overall school goals and strategic planning. SSC parents at each school site provide input into the site plan for Accelerated students. Grouping for instruction and differentiation are described in the Single Plan for Student Achievement.</p> <p>The district provides strategic and significant financial support for the Accelerated program through the use of the district's negotiated stipends to pay for the services of afterschool program teachers. The General Fund pays for the two 5-6 teachers who teach the Accelerated Program classes and each AP &amp; Honors teacher.</p>	<p><b>c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.</b></p> <p>The District Accelerated Advisory Committee membership consists of parents, community members, principals, teachers, and the coordinator of the program. The District Advisory Committee continues and has been actively involved in the development and success of the program. This committee assists in the evaluation of the program through parent and student surveys and Edusoft data. The plan is to schedule 3 meetings each year. At the first meeting we will discuss results of surveys, test data and begin evaluation of the prior year program. At the second meeting we will begin to look at potential changes to program and budget for next year. At the third meeting we will solidify changes and nominate new members of the committee for the next year. Modifications may be made during the year if needed. The district Board of Education approves the annual GATE application.</p>	



<p><b>d. A GATE advisory committee representing educators, community members, and parents is formed to support the needs of the program.</b></p> <p>The District Accelerated Advisory Committee membership consists of parents, community members, principals, teachers, and the coordinator of the program. The District Advisory Committee continues and has been actively involved in the development and success of the program. This committee assists in the evaluation of the program through parent and student surveys and Edusoft data. The plan is to schedule 3 meetings each year. At the first meeting we will discuss results of surveys, test data and begin evaluation of the prior year program. At the second meeting we will begin to look at potential changes to program and budget for next year. At the third meeting we will solidify changes and nominate new members of the committee for the next year. Modifications may be made during the year if needed. The district Board of Education approves the annual GATE application.</p> <p>The district Board of Education approves the GATE application.</p>		
<p><b>1:2 Administrative structures appropriate for gifted education are available to all GATE-identified students.</b></p>		
<p><b>Minimum Standards: One-year approval</b></p>	<p><b>Commendable Standards: Two-year approval</b></p>	<p><b>Exemplary Standards: Three-year approval</b></p>
<p><b>a. Administrative groupings and structure appropriate for gifted education may include cluster grouping, part-time grouping, special day classes, and special schools.</b></p> <p>At the high school level, part-time grouping is used for accelerated students. In the English 9 and 10 Honors classes, students cover the California Standards for English 9 and 10 in greater depth and complexity than the regular English 9 and 10 classes. When Honors students enter the 11<sup>th</sup> and 12<sup>th</sup> grades, they begin the intensive AP classes in English Composition and English Literature. The curriculum for these classes is at a college level.</p>	<p><b>a. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level.</b></p> <p>A specifically designed curriculum is used by all Accelerated teachers to challenge students to extend academic achievement, become creative problem solvers, develop positive leadership skills, search for alternatives in cognitive and effective areas, become aware of and respect the needs of society and use a variety of technologies as tools to access, progress, and communicate information of an increasingly sophisticated nature.</p>	<p><b>a. The program structure and delivery of services provide a balance between cognitive and affective learning.</b></p> <p>In addition to advanced curriculum and choices for independent studies, students at all school sites have access to site counselors and district psychologists, Student Success Teams, . Counselors and psychologists are available for consultation as well as to assist the school with direct intervention.</p> <p>The district works hand-in-hand with other programs such as Community College, Cal SOAP,</p>

<p>Students are challenged to prepare for the AP exams and are pushed to perform at the high levels of academics that they need.</p> <p>Student honors classes will be offered for 7<sup>th</sup> and 8<sup>th</sup> grade English and Science classes. Intro to Algebra, Algebra I, and Geometry are open to 7<sup>th</sup> and 8<sup>th</sup> graders. An advanced Symphonic Band class is offered to those students who are gifted in visual and performing arts.</p> <p>Students at the elementary schools who perform at a high level in reading and/or math have part-time grouping designed to provide greater depth and complexity to meet the needs of the highest ability students. This allows the teachers to focus on the specific needs of all students. The pace is quicker and the materials used are at the appropriate level. This grouping occurs within the classroom and through team teaching and at some grade levels through students switching teachers according to their needs during the 2 hour reading block time.</p> <p>The Accelerated Program services students in kindergarten through grade two, even if not formally identified, by providing accelerated opportunities in reading and math. If students are functioning above their appropriate age grade-level, students are sent to another classroom to receive the appropriate academic instruction for part of the day.</p>	<p>The school district's goal is to implement its Technology Plan to its fullest at all school sites. Most elementary, intermediate, middle and high schools have computer labs and/or portable labs and many classrooms have multiple computers. Classes either share or are equipped with projectors connected to a computer in the class to be used for student and teacher presentations.</p> <p>At the high school level, part-time grouping is used for accelerated students. Students are also given the opportunity to attend courses at CSU Fresno and/or local Community Colleges. Interested students can participate in AP classes online, paid for with GATE funds, if the high school does not offer the class.</p> <p>Cluster Groupings: Accelerated-identified students are clustered in self-contained regular classrooms in grades one through four. In grades seven through eight, Accelerated students are clustered in the appropriate GATE clusters determined by the student's area of qualification.</p> <p>Clustering continues into high school; students are encouraged to take the Honor Courses or Advanced Placement courses. Cluster size varies depending on the number of identified students at a grade level at a particular site, however, when possible, clusters equal to one-third of the class or more, are encouraged so that Accelerated students will have significant intellectual peer interaction. Clustered students are provided with differentiated learning opportunities in core curricular areas.</p>	<p>and UC Scholars grant programs. These programs begin to work with students and parents at the 7<sup>th</sup> and 8<sup>th</sup> grade levels on college entrance requirements, classes needed to go to a CSU or UC school, provide academic and advisory support as needed for these students and parents.</p> <p>Summer programs such as: Stanford Medical Program, UCSF Bio-Medical Research Program, and CSUF Engineering class are available for students that qualify and show interest.</p>
<p><b>b. The program provides services that are an integral part of the school day.</b></p> <p>Identified Accelerated students receive differentiated instruction throughout the day on a daily basis. Accelerated students identified in a specific academic subject receive differentiated instruction in that particular area.</p>		

<p><b>c. The program provides for continuous progress and intellectual peer interaction.</b></p> <p>There is grade to grade and school to school vertical communication regarding Accelerated students if needed to ensure that the Accelerated program is coherent and sequential from grade to grade and from school to school.</p> <p>The Accelerated teachers and designated Accelerated Administrator at each school site are responsible to see that students' needs are met and have continuous parental contact if necessary. They check for individual student progress and conference with parents and students who are not making the expected progress.</p> <p>Intellectual peer interaction appears on a daily basis within the student's Accelerated classes. Accelerated students, at elementary school sites, come together for an after-school program class and work cooperatively on specific topics or assignments. Middle and high school students interact with their intellectual peers in Honor and Advanced Placement courses. It is our goal to develop more vertical contact between the schools.</p>		
<p><b>d. The program provides for flexible grouping in the classroom to meet student needs and abilities.</b></p> <p>Classroom teachers use a variety of assessment tools to determine prior knowledge, skill levels, and areas for improvement. Some of the tests used for flexible grouping include the CST scores, Quarterly Benchmark results, appropriate "English Now" Tests for English Language Development (07-08), running records and a variety of writing assignments. Teachers use this information to group students by ability for instruction.</p>		

<p><b>e. Children in grades K-2 are served even if not formally identified.</b></p> <p>The accelerated program services students in kindergarten through grade two, even if not formally identified, by acceleration for certain subjects such as reading, math, writing, etc. and/or flexible groupings at each site. If students are functioning above their appropriate age grade-level, students may be sent to another classroom to receive the appropriate academic instruction.</p>		
<p><b>1:3 The program is articulated with the general education programs.</b></p>		
<p><b>Minimum Standards: One-year approval</b></p>	<p><b>Commendable Standards: Two-year approval</b></p>	<p><b>Exemplary Standards: Three-year approval</b></p>
<p><b>a. The program provides continuity within the gifted program and with the general education program.</b></p> <p>The Accelerated Program articulates with the general education, special education, and language services of the English Learner (EL) students by making all trainings available to all district teachers, counselors, and administrators. The highly qualified Accelerated Program teachers are available to provide staff development as needed.</p>	<p><b>a. The program is planned and organized to provide articulated learning experience across subjects and grade levels.</b></p> <p>All district sites articulate regularly, vertically, and horizontally, among grade levels on a regular basis through grade level meetings and department meetings. Articulation, between schools, occurs when students promote from the elementary schools, to the intermediate schools and to the high schools.</p> <p>Intermediate Grade Level meetings may also be used to provide opportunities for demonstration lessons by Accelerated teachers, collegial discussion of a strategy, or examination of student work.</p>	<p><b>a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, K-12.</b></p> <p>Ongoing informal communication among the State and Federal Programs Director and Principals, is used to review the Accelerated Program and to ensure that students are receiving the appropriate comprehensive services.</p> <p>The Accelerated Parent/Student Survey results provide feedback on program challenges and areas for program improvement.</p>
<p><b>b. A coordinator is designated and responsible for all aspects of the program.</b></p> <p>The coordinator of the Accelerated Program is the State and Federal Programs Director who is paid by other categorical funds. The State and Federal Programs Director is responsible for the overall management of the program including testing for the highly gifted, identification of students via the Alternate Identification Process, program quality/development, staff training, and community/parent outreach.</p>		<p><b>b. The program provides support services including counselors and consultants.</b></p> <p>We provide in-house training by our district's highly qualified and experienced Accelerated teachers and former Accelerated teachers upon request. Accelerated teachers have also received support services by a variety of consultants through the attendance at conferences and workshops outside of the district.</p>

		<p>All Accelerated students have access to the middle and high school counseling programs. Counselors closely work with the site Accelerated teachers to ensure that Accelerated students are appropriately placed within the middle and high school curriculum for classes such as Honors and Advanced Placement.</p> <p>Throughout high school, Accelerated students have access to career and college counseling via the student's counselor. Counselors and students have access to hard copy and electronic information about colleges and careers, software programs, and scholarship information/applications.</p> <p>By the beginning of 11<sup>th</sup> grade, students, parents and counselors meet to discuss the following: educational options; coursework and academic progress needed for satisfactory completion of middle/high school and passage of the high school exit examination; availability of career technical education; college preparatory program; vocational programs, including regional occupational centers and programs.</p> <p>Cal SOAP and UC Scholars grant programs begin to work with students and parents at the 7<sup>th</sup> and 8<sup>th</sup> grade levels on college entrance requirements, classes needed to go to a CSU or UC school, provide academic and advisory support as needed for these students and parents. Ongoing academic counseling and student participation in these grant programs has significantly increased the number of students accepted to Nationally Top Ranked Private Schools, UC and CSU colleges this year.</p>
<p><b>c. The program involves the home and community.</b></p> <p>An annual survey is administered to parents to assist in the coordination of the program. It is our goal to develop a survey for students in all programs. It is our goal to include the district's Accelerated program on the district website.</p>		

**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)**

<b>2:1 The nomination/referral process is ongoing and includes students K-12.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. All children are eligible for the nomination process regardless of socioeconomic, linguistic, or cultural background, and/or disabilities.</b></p> <p>An equal opportunity to be screened and participate in the Accelerated program is available to all students regardless of socioeconomic need, linguistic or cultural differences, and or learning disabilities.</p>	<p><b>a. Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel.</b></p> <p>Prior to the initial search for the Accelerated Program candidates, the site principal and/or district staff provides specific training and information to all staff regarding the referral process, including district procedures, criteria, and characteristics of gifted learners.</p> <p>A more in-depth training for beginning/new teachers is provided by one of the district's highly qualified Accelerated teachers and/or former accelerated teachers at the New Teacher Orientation meeting.</p>	
<p><b>b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services.</b></p> <p>The District uses Multiple Measures for placement into the Accelerated Program. Multiple Measures information for Reading, Language Arts, and Mathematics comes from Standards Based Report Cards (K-6), California State Standards Tests (2-12), and grades (7-12). Based upon the recommendations of the District's Accelerated Advisory Committee, students with any CST Scores below Advanced in both Language Arts and Math, would not be included in the program, unless recommended by a staff member.</p> <p>Although formal identification of Accelerated students begins in the 3<sup>rd</sup> grade, K-2 students are serviced within the classroom if there is a need for differentiation, or by sending the student to the</p>	<p><b>b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once.</b></p> <p>A copy of the Accelerated class placement letter is kept on file in the State and Federal Programs Office. All data used for the review is kept on computers in the State and Federal Programs office. For students who are referred and screened more than once, the information is reviewed, along with the current forms by the site's principal.</p>	

next level grade classroom for more accelerated instruction in reading and/or math. Part-time grouping is used in core areas with teachers working together to identify accelerated students with needs.

For placement into the 5<sup>th</sup> and 6<sup>th</sup> grade Accelerated Classrooms, the 4<sup>th</sup> and 5<sup>th</sup> grade students are selected by the use of Multiple Measures with CST score of Advanced in both Math and Language Arts. Using the General Characteristics of Gifted Children form, students are identified by their teachers as having gifted characteristics in the following areas: intellectual ability, high achievement, leadership, creative ability, visual arts, performing arts, and specific academic aptitude. This alternative identification process has given students an additional way to qualify for the class beyond the Multiple Measures and will be explored for future use at all grade levels. The parents of qualifying students are then invited to an informational meeting where the Accelerated program is thoroughly explained; student placement forms are then signed by the parent or guardian.

The class list is finalized using the Multiple Measures and the General Characteristics of Gifted Children form in a meeting between teachers and administrative staff.

At the Middle School cluster grouping or Honor courses are used for accelerated students in the 7<sup>th</sup> and 8<sup>th</sup> grade core classes. Students are selected by reviewing test scores and using teacher and principal input.

At the high school 6 Advanced Placement classes are offered per year and enrollment is open. Counselors guide Accelerated students to enroll in AP and Honors courses. AP and Honors course enrollments are open.

<p><b>c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.</b></p> <p>On an annual basis, site and/or district staff introduces the characteristics of giftedness and the procedures for recommendation to the staff and teachers. Using the General Characteristics of Gifted Children form, students are identified by their teachers as having gifted characteristics in the following areas: intellectual ability, high achievement, leadership, creative ability, visual arts, performing arts, and specific academic aptitude. This alternative identification process has given students an additional way to qualify for the Accelerated class (5-6) beyond the Multiple Measures. It is the goal of the district to further inform the parents and community regarding the General Characteristics of Gifted Children form during the site's School Site Council meetings and ELAC Committee meetings. The district needs to develop a parent and teacher referral form that is separate from the General Characteristics of Gifted Children form.</p>		
<p><b>d. Students may be nominated for participation more than once.</b></p> <p>Students may be nominated on a yearly basis for the Accelerated Program in Kerman Unified School District.</p> <p>For the Accelerated classroom (5-6), the State and Federal Programs Director prepares the data in the Spring for the site principals to review for prescreening, nomination, and re-nomination of students. The data from the General Characteristics of Gifted Children form is compiled and given to the site principals. Current and re-nominated students are part of this list.</p> <p>At other grade levels, the State and Federal Program staff compiles a list of new Accelerated students using the criteria set forth by the District</p>		



Accelerated Advisory Committee.		
<p><b>e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.</b></p> <p>Prior to the initial search for the Accelerated Program candidates, the site principal and/or district staff provides specific training and information to all staff regarding the referral process, including district procedures, criteria, and characteristics of gifted learners.</p> <p>A more in-depth training for beginning/new teachers is provided by one of the district's highly qualified Accelerated teachers and/or former accelerated teachers at the New Teacher Orientation meeting.</p>		
<p><b>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</b></p>		
<p><b>Minimum Standards: One-year approval</b></p>	<p><b>Commendable Standards: Two-year approval</b></p>	<p><b>Exemplary Standards: Three-year approval</b></p>
<p><b>a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.</b></p> <p>The State and Federal Programs Director, a site administrator, and the student's classroom teacher, review each nominated student's information to make a decision of placement or non-placement with special consideration given to students who may have socioeconomic disadvantages, linguistic and cultural differences, and/or learning disabilities.</p>	<p><b>a. The identification tools used are reflective of the district's population.</b></p> <p>Because the district has a high count of English learners (EL), the rate of English language acquisition may be used as one of the indicators of giftedness for EL students. The General Characteristics of Gifted Children form strives to find those students who demonstrate critical thinking skills in discussion and problem solving skills when compared to their peer group. Unusual strengths in math are indicators when students lack the linguistic skills to excel in other subjects. Differentiation in curriculum and GATE clustering of possible Accelerated students provides opportunity for growth and identification.</p> <p>The AIP ensures the identification of underrepresented students for the Accelerated program by providing a variety of avenues for the screening/identification process such as the General Characteristics of Gifted Children form,</p>	<p><b>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.</b></p> <p>Annual training of site administrators, who in turn train each school site by reviewing the characteristics of gifted students and reviewing the AIP process, ensures eligibility of individual candidates.</p> <p>The district's Accelerated Program strives to provide a program that is equitable and that reflects our efforts in identifying underrepresented students.</p>

	Grade Point Average, CST scores, and prescreening data. Students of all backgrounds are ensured of participation in the screening/identification process.	
<p><b>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</b></p> <p>The following multiple sources may be used to determine eligibility of candidates:</p> <ul style="list-style-type: none"> <li>• Teacher nomination</li> <li>• CST test scores</li> <li>• 4<sup>th</sup> Quarter Benchmark Tests</li> <li>• Other test data provided by teacher</li> <li>• Student's cumulative record</li> <li>• Student work samples</li> <li>• Anecdotal information</li> <li>• Previous Accelerated referral forms/data</li> </ul> <p>During the screening meeting, gathered information about each candidate is closely reviewed with special consideration given to students with socioeconomic disadvantages, linguistic and cultural differences, and/or learning disabilities.</p> <p>An Accelerated Program manila pocket folder (easily distinguishable) includes referral forms, nomination forms, and other pertinent information will be developed. The Accelerated Program manila pocket folder will be placed in the student's cumulative record.</p> <p>The district's State and Federal Programs Office maintains a copy of students' Accelerated history on file.</p>	<p><b>b. The district makes timely changes in identification tools and procedures based on the most current research.</b></p> <p>The AIP process and procedures for the referral, screening, and identification of gifted students, is reviewed annually by the District Accelerated Advisory Committee. Revisions are communicated to parents, teachers, and administrators.</p>	<p><b>b. The diversity of the district's student population is increasingly reflected in the district GATE population.</b></p> <p>The diversity of the district's student population is reflective in the district Accelerated Program population. There is a variety of ethnicities, English language abilities, leadership qualities, and academic abilities in the students who are participating.</p> <p>The District Accelerated Advisory Committee will annually review the demographic data and make suggestions for improvement in this area.</p> <p>Because the district has a high count of English learners (EL), the rate of English language acquisition may be used as one of the indicators of giftedness for EL students. The General Characteristics of Gifted Children form strives to find those students who demonstrate critical thinking skills in discussion and problem solving skills when compared to their peer group. Unusual strengths in math are indicators when students lack the linguistic skills to excel in other subjects. Differentiation in curriculum and GATE clustering of possible Accelerated students provides opportunity for growth and identification.</p> <p>The district Accelerated Program strives to provide a program that is equitable and that reflects the actual diversity of the district. Refer to section 2:2a, Exemplary Standard bottom bullet.</p>
<p><b>c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.</b></p> <p>Parents will be notified via a bilingual letter to the home of the student regarding placement into the Accelerated Program. In this letter, a description of the program at each site is included. Parents are</p>		

<p>invited to attend informational meetings and/or the District Accelerated Advisory Committee meeting.</p>		
<p><b>d. Transfer students are considered for identification and placement in a timely manner.</b></p> <p>Students who transfer into the district from other California GATE programs are usually placed if the students have previously been placed into the GATE program via testing at their previous school districts. Students transferring with other identification tools are clustered, space permitting, until the next annual identification period. Students transferring grades 11 and 12 are considered automatically accepted.</p>		
<p><b>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</b></p>		
<p><b>Minimum Standards: One-year approval</b></p>	<p><b>Commendable Standards: Two-year approval</b></p>	<p><b>Exemplary Standards: Three-year approval</b></p>
<p><b>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</b></p> <p>Parents will be notified via a bilingual letter to the home of the student regarding placement into the Accelerated Program. In this letter, a description of the program at each site is included. Parents are invited to attend informational meetings and/or the District Accelerated Advisory Committee meeting.</p> <p>All parent notifications are in Spanish and English.</p> <p>An Accelerated Program manila pocket folder (easily distinguishable) includes referral forms, nomination forms, and other pertinent information will be developed. The Accelerated Program manila pocket folder will be placed in the student's cumulative record.</p>	<p><b>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</b></p> <p>Before any student is considered for withdrawal from the program, a meeting will be scheduled with the teacher, parent, student, and the State and Federal Programs Director to determine what is the reason for the request. An intervention plan will be developed and a follow-up meeting will be scheduled to evaluate the outcome of the intervention plan. The SB65 Outreach Consultant will be used in this process as needed.</p>	<p>The district is a multi-ethnic, low socioeconomic district with a large number of EL students. The district provides various educational program options within each school site (i.e. Structured English Immersion Program, Mainstream English Program) to parents for the placement of their children. Students are serviced according to their family's wishes with guidance by the school staff seeking to find the most appropriate setting for each student.</p>

<p><b>b. Upon parent request, the district provides identification information the parent may take to a new school district.</b></p> <p>When the parent signs the placement into Accelerated Program participation form, they are given copies of all forms. Parents are instructed to keep all Accelerated Program documentation in the student's file folder for future reference.</p> <p>Parents may request a copy of the identification information at any time from the State and Federal Programs Office.</p>		
<p><b>c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</b></p> <p>Once a student is identified through the AIP and the many multiple criteria used (refer to section 2:2b), the student remains identified as a accelerated student in the district. Services may vary from year to year depending on the student's grade level: elementary, intermediate, middle school and high school.</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])

<b>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.</b></p> <p>The California Content Standards are taught to</p>	<p><b>a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.</b></p>	<p><b>a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.</b></p> <p>The Accelerated program offers a variety of</p>

<p>mastery by differentiating the curriculum using the concepts of <i>depth</i> and <i>complexity</i>. In addition to depth and complexity, higher level thinking skills and research skills are taught using a variety of instructional strategies. Pacing is adjusted and curriculum is compacted at all school sites/levels when appropriate to meet the needs of the gifted students.</p> <p>Through differentiation of the core curriculum, the Accelerated program creates opportunities for students to become analytical thinkers, creative producers, and practical problem solvers. Student's ability to meet and exceed state core curriculum is measured in various ways:</p> <ul style="list-style-type: none"> <li>• Accelerated students to achieve Advanced range on the CST</li> <li>• Scoring advanced on the District Quarterly Benchmarks</li> <li>• EL's showing growth in ELD through District Quarterly Benchmarks based on ELD materials.</li> <li>• California English Language Development Test (CELDT) to measure the EL students so they can successfully reclassify into English instruction</li> <li>• Students increase one level on the CELDT each year</li> </ul>	<p>Teachers in the district are given the results of previous spring assessments in all areas. This data is used as a diagnostic tool for appropriate placement in curriculum and for compacting instruction.</p> <p>At the high school level, part-time grouping is used for accelerated students. In the English 9 and 10 Honors classes, students cover the California Standards for English 9 and 10 in greater depth and complexity than the regular English 9 and 10 classes. When Honors students enter the 11<sup>th</sup> and 12<sup>th</sup> grades, they begin the intensive AP classes in English Composition and English Literature. The curriculum for these classes is at a college level. Students are challenged to prepare for the AP exams and are pushed to perform at the high levels of academics that they need.</p> <p>Student honors classes will be offered for 7<sup>th</sup> grade English and 8<sup>th</sup> grade Science &amp; English classes. Algebra I, and Geometry are open to 7<sup>th</sup> and 8<sup>th</sup> graders. An advanced Symphonic Band class is offered to those students who are gifted in visual and performing arts.</p> <p>Students at the elementary schools who perform at a high level in reading have part-time grouping designed to provide greater depth and complexity to meet the needs of the highest ability students. This allows the teachers to focus on the specific needs of all students. The pace is quicker and the materials used are at the appropriate level. This grouping occurs within the classroom and through team teaching and at some grade levels through students switching teachers according to their needs during the 2 hour reading block time.</p>	<p>opportunities to acquire complex curriculum that meets or exceeds state academic standards. Differentiation of the core curriculum through acceleration, depth and complexity, and novelty is offered all day on a daily basis and is consistent with the current research provided by CAG. In addition, students can further their knowledge through a variety of extended programs offered at various school sites.</p> <p>Vertical meetings take place between the elementary and intermediate sites and between the intermediate and high school sites to discuss incoming student needs and placement.</p> <p>Grade level meetings are held to discuss and implement differentiation across the curriculum and throughout the grades.</p> <p>Accelerated teachers are encouraged and given opportunities to attend various trainings on differentiation such as the CAG Conference, CAG Summer Institute, AP workshops, etc.</p> <p>The district works hand-in-hand with other programs such as local Community Colleges, Cal SOAP, and UC Scholars grant programs. These programs begin to work with students and parents at the 7<sup>th</sup> and 8<sup>th</sup> grade levels on college entrance requirements, classes needed to go to a CSU or UC school, provide academic and advisory support as needed for these students and parents. The district's goal is to build partnership with other programs through community and state colleges.</p>
<p><b>b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.</b></p>	<p><b>b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.</b></p>	

<p>Because Accelerated students receive district core curriculum aligned to state standards, this curriculum is balanced and provides them with opportunities for acceleration, creativity, problem solving, higher-level critical thinking, and research. Teachers also provide extended activities to address the needs of gifted students. Other extended activities include oral presentations, research reports, video/multimedia presentations, extension of technology skills, art, etc.</p>	<p>Reciprocal Teaching strategies, “shared-inquiry” discussion model, Explicit Direct Instruction, and Thinking Maps provide the teaching strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning such as:</p> <ul style="list-style-type: none"> <li>• Speech and Debate Instruction</li> <li>• Oral and Written Research Reports</li> <li>• Acceleration</li> <li>• Cooperative Groups</li> <li>• Panel Discussions</li> <li>• Use of Technology</li> <li>• Refer to site plans for more differentiation curriculum and instruction</li> </ul>	
<p><b>c. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content, and novelty (unique and original expressions of student understanding).</b></p> <p>Differentiation of standards-based core curriculum occurs when students are given opportunities for depth and complexity and are encouraged to create products demonstrating novelty. Curriculum compacting and acceleration are practices used to assure the Accelerated students are being challenged and allowed to move at their own pace.</p> <p>Accelerated students receive instruction of the curriculum by teachers who have training on depth/complexity of content, advanced/accelerated pacing of content and novelty.</p> <p>A district consultant and/or the Director of Curriculum, Instruction and Assessment assist all school site administration in the analysis and interpretation of student CST data. After studying the school site’s CST area of weakness, teachers focus on these particular areas of language arts and math to improve student achievement.</p>	<p><b>c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.</b></p> <p>The district has provided training for administration, Accelerated teachers, and site staff through various in-services such as:</p> <ul style="list-style-type: none"> <li>• DataWorks Teacher Training/Data Analysis</li> <li>• Technology Training for Teachers</li> <li>• Differentiated Instruction</li> <li>• Various CAG institutes/conferences</li> <li>• Explicit Direct Instruction</li> <li>• TAPPLE</li> <li>• Focused Approach</li> </ul>	

<p><b>d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.</b></p> <p>At Sun Empire the Peer Mediation program and Community Service Teams gives students an opportunity to expand their skills and knowledge and provide a service to the school.</p> <p>Student councils at each site give Accelerated students an opportunity to build or reinforce leadership skills. These activities increase student responsibilities and self- awareness while providing opportunities to use their talents in the leadership area.</p> <p>The Accelerated students may have an awards ceremony to showcase their work. Parents, teachers, the principal, superintendent and the State and Federal Programs Director attend to honor the students various projects.</p> <p>At the high school, LEO Awards is an evening to honor Valedictorians, Salutatorians, top 10% of Seniors, top students in each department, and scholarship winners. This ceremony is attended by staff, parents, students, and community members.</p> <ul style="list-style-type: none"> <li>• At each school site, accelerated students are given many opportunities to be together to perform, compete, explore, and work together as teams. Some examples are: Odyssey of the Mind, Career Skills Challenge, Super Reader Fieldtrips, Math Teams, Academic Decathlon Team, Chess Club Competitions, Author Fair, Saroyan Writing Contest, Cotton Festival Oral Presentation, Rotary Speech Contest, Peach Blossom Oral Presentation, Choir and Band competitions.</li> </ul>		

<b>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day.</b></p> <p>Accelerated classes and Accelerated cluster classes allow for differentiation to take place on a daily basis and throughout the school day in all core subjects.</p>	<p><b>a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.</b></p> <p>All classrooms in the district use a state-approved standards-based language arts program. The district has provided AB 466 training for all teachers to ensure maximum instruction for all students. Teachers have been trained to provide differentiated instruction, not only by using their teacher's edition guidelines, but through other strategies acquired through conferences and in-services. AB 466 training will take place this summer as needed.</p> <p>Reciprocal Teaching, Explicit Direct Instruction, TAPPLE, Focused Approach and Cooperative Learning are tools that are used at all sites as extensive trainings have been provided by DataWorks and site literacy coaches.</p>	<p><b>a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.</b></p> <p>All sites include the Accelerated program in their Single Plan for Student Achievement (SPSA) that includes differentiated curricular opportunities for students. Each Accelerated teacher differentiates the standards-based curriculum used at each grade level.</p> <p>Students with special needs are accommodated through flexible groupings and/or independent studies.</p> <p>The district ensures that all schools teach to the California State Standards; the district has developed focused standards for each grade level.</p>
<p><b>b. The differentiated curriculum is taught with appropriate instructional models.</b></p> <p>Differentiation of curriculum and instruction is provided in a variety of ways:</p> <ul style="list-style-type: none"> <li>• At the elementary level and intermediate schools, Accelerated classes and clusters use varied instructional strategies and materials to differentiate tasks within the core curriculum. Some of the sites provide additional differentiated activities through the after-school program.</li> <li>• At the high school and middle school level, opportunities for differentiation are provided through Honor and Advanced Placement classes in various subjects.</li> <li>• Various extended programs such as Cal SOAP and UC Scholars grant programs ,</li> </ul>	<p><b>b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.</b></p> <p>A variety of teaching and learning patterns are used throughout the school day and year:</p> <ul style="list-style-type: none"> <li>• Small ability group instruction within the class</li> <li>• Large ability group instruction within the class</li> <li>• Whole group instruction</li> <li>• Individual instruction</li> <li>• Independent work study instruction</li> <li>• Reciprocal Teaching strategies</li> </ul>	



<p>and Talent Search are also available.</p>	<ul style="list-style-type: none"> <li>• Explicit Direct Instruction</li> <li>• Cooperative Groups</li> <li>• Peer Teaching</li> <li>• TAPPLE</li> <li>• Focused Approach</li> </ul>	
<p><b>c. The differentiated curriculum is supported by appropriate materials and technology.</b></p> <p>All schools in the district are provided with the appropriate state-adopted text and materials for all curricular areas.</p> <p>Technology is being incorporated wherever possible. There is a district technology plan that ensures all students of an updated technology model; it is the district's goal that all sites develop and implement their very own technology plan. This district technology plan benefits our students as teachers are able to access student test scores and other data (Aeries and Edusoft) to ensure further differentiated instruction by better meeting the need of each student.</p>	<p><b>c. An extensive range of resources (including out of grade level print and non-print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.</b></p> <p>Resources are available through the State and Federal Programs Office and at each school site to supplement independent opportunities. Each school site is allotted an annual budget for the purchasing of further resources to be used to meet intellectual objectives, if needed.</p>	

**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])**

<b>4:1 Actions to meet the affective needs of gifted students are ongoing.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.</b></p> <p>Teachers, parents, administrators, and counselors are given information regarding the characteristics of gifted learners and their social and emotional needs in the following ways:</p> <ul style="list-style-type: none"> <li>• The State and Federal Programs Office encourages teachers and parents to attend CAG conferences as well as other venues of learning.</li> </ul>	<p><b>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.</b></p> <p>The district's highly qualified teachers will provide in-services and training to other sites regarding the social/emotional development of Accelerated students.</p> <p>The State and Federal Programs Office encourages teachers to attend CAG conferences as well as other venues of learning to learn a variety of techniques to support affective learning in</p>	<p><b>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</b></p> <p>The administration and Accelerated teachers at each school site are responsible to see that the students' needs are being met and parental contact is made, if necessary. They check for individual student progress and conference with parents and students who are not making the expected progress.</p> <p>Teachers will refer students to site Student Success Teams (SST). Implementation of an intervention plan and communication with parents</p>

<ul style="list-style-type: none"> <li>• New teachers entering the district will be provided with information and training regarding the characteristics of gifted learners during their induction/orientation training.</li> <li>• The State and Federal Programs Director will provide District Accelerated Advisory parents information regarding the characteristics and social/emotional development of gifted learners; these parents will then provide this information to parents at their site.</li> <li>• The KUSD website will include links to articles and/or other references for parents. This information will be in site newsletters and/or the district Fresno Bee insert.</li> </ul>	<p>the classroom.</p>	<p>will also take place, if necessary.</p> <p>Counselors at each site will be readily available to provide academic and career counseling for the advancement of Accelerated students. Accelerated students are counseled on an ongoing basis in regards to college applications and requirements.</p> <p>Psychologists will provide students with crisis intervention support, identify substance abuse, assist with emotional adjustments such as death and divorce, connect students and families with community services as needed.</p> <p>Administration at each school site will supervise psychologists, counselors, teachers, and support intervention plans to ensure the success of all students.</p>
<p><b>b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre-college opportunities.</b></p> <p>Throughout high school, Accelerated students have access to career and college counseling via the student's counselor. Counselors and students have access to hard copy and electronic information about colleges and careers, software programs, and scholarship information/applications.</p> <p>By the beginning of 11<sup>th</sup> grade, students, parents and counselors meet to discuss the following: educational options; coursework and academic progress needed for satisfactory completion of middle/high school and passage of the high school exit examination; availability of career technical education; college preparatory program; vocational programs, including regional occupational centers and programs.</p> <p>Cal SOAP and UC Scholars grant programs begin to work with students and parents at the 7<sup>th</sup> and 8<sup>th</sup></p>	<p><b>b. Guidance and counseling services appropriate to the social and emotional development of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.</b></p> <p>Student Success Teams (SST) at each site identify students at risk, meet with the parent and student, and seek interventions that will lead to success for the student. This SST consists of teachers, Migrant Ed teacher, counselors (7-12), principal, school psychologist, Title I reading teacher, and other support staff as needed working together to provide at-risk intervention strategies. Any student at risk because of grades, attendance, and behavior receives the efforts of this team. Referrals to outside community resources are recommended by this group when needed.</p> <p>At-risk counselors are available to meet the social and emotional needs of students. Intervention counseling and referrals to community services further support the at-risk Accelerated student.</p>	<p><b>b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home, or in the community.</b></p> <p>Teachers receive ongoing training in intervention strategies and the Student Success Team procedures. Teachers are encouraged to take advantage of conferences on effective intervention strategies. Intervention strategies may include the following:</p> <ul style="list-style-type: none"> <li>• Parent Conference</li> <li>• Behavior Plan</li> <li>• Weekly progress reports to parents, as needed</li> <li>• Referral to community services including mental health, social services, legal services, food pantry, etc.</li> <li>• After-School and Summer School</li> <li>• Intervention plan written by school's Student Success Team</li> </ul>

<p>grade levels on college entrance requirements, classes needed to go to a CSU or UC schools, provide academic and advisory support as needed for these students and parents. Ongoing academic counseling and student participation in these grant programs has significantly increased the number of students accepted to Nationally Top Ranked Private Colleges, UC and CSU colleges this year.</p> <p>In addition, the following activities are held throughout the district to support students as they make college decisions and explore career options:</p> <ul style="list-style-type: none"> <li>• College Fair Night – the district provides buses for students to attend a college informational meeting at the local convention center.</li> <li>• Career Fairs</li> <li>• Migrant Senior Day at California State University, Fresno</li> </ul>		
<p><b>4:2 At risk gifted students are monitored and provided support ( e.g. underachievement, symptoms of depression, suicide, substance abuse).</b></p>		
<p><b>Minimum Standards: One-year approval</b></p>	<p><b>Commendable Standards: Two-year approval</b></p>	<p><b>Exemplary Standards: Three-year approval</b></p>
<p><b>a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.</b></p> <p>Teachers will be trained to identify at-risk students and the procedures for referral in the Student Study Team. Training is provided by the administration at each school site. Counseling services are available if needed.</p>	<p><b>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</b></p> <p>At all grade levels, Student Success Teams composed of the school psychologist, school speech therapist, school resource teacher, classroom teacher, and school administrator, actively and collaboratively review individual student needs and provide appropriate support and interventions when needed.</p>	<p><b>a. At-risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.</b></p> <p>The site Student Success Team completes an intervention plan detailing strategies for the classroom teacher, support for the parent, and referral to outside agencies for at-risk students, when needed. Follow-up meetings are conducted to review success of interventions.</p> <p>District counseling services are available as well as referrals to outside agencies.</p>
<p><b>b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed.</b></p> <p>The district's Personnel Office provides annual</p>		

<p>training to administrators on protective services. All sites have access to Community Liaisons who work closely with local and agencies that can provide services to our students and facilitate referrals.</p>		
<p><b>c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.</b></p> <p>At-risk students receive counseling and support services and are not dropped from the Accelerated program. Students are monitored on a quarterly and semester basis with changes in program made as needed. Staff is looking at test scores and grades to determine if there are any students that are scoring at a high level on standardized tests but not performing in the classroom. These students are informally counseled by teachers and sent to counselors (9-12) if needed. The school psychologist is available to provide assistance when students are referred at all grade levels.</p> <p>Refer to section 4:1a Exemplary Standards for counseling and support services that are available to at-risk gifted students.</p>		
<p><b>d. Information and support are made available to parents regarding at-risk gifted students.</b></p> <p>Through the District Accelerated Advisory Committee information and support regarding at-risk students will be made known to parents via SSC meetings.</p> <p>Lists of websites and resources will be given to parents to enable them to access resources needed for their special needs.</p>		

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**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])**

<b>5:1 The district provides professional development opportunities related to gifted learners on a regular basis.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program.</b></p> <p>Each school's principal has direct access to the State and Federal Program Director. The State and Federal Program Director is available to assist teachers on an as-needed basis. A district wide committee (DISC) whose members are teachers and administrators discuss and approve future staff development. This committee meets 4 times per year. Based on the input of the DISC committee, topics for staff development for the following academic year are scheduled and may include:</p> <ul style="list-style-type: none"> <li>• Characteristics of gifted students</li> <li>• Identification criteria and procedures</li> <li>• Curriculum and instructional strategies</li> <li>• District policies and procedures</li> <li>• State/federal policies and procedures</li> <li>• Differentiation</li> </ul>	<p><b>a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.</b></p> <p>It is the district's goal to encourage GATE certification through CAG or other local certification programs.</p>	<p><b>a. A district professional development plan to accommodate different levels of teacher competency is in place.</b></p> <p>Based on the input from DISC, the State and Federal Programs Office will continue to provide site training via our Accelerated highly qualified teachers and by encouraging attendance to GATE conferences and other trainings such as Literacy, math, AP etc. that will support Accelerated teachers in meeting the intellectual and affective needs of Accelerated students.</p> <p>It is the goal of our Accelerated Office to bring consultants and/or use our own qualified staff to the district during the school day to provide training on social/emotional development of students and for further instruction on differentiation.</p>
<p><b>b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.</b></p> <p>Professional development surveys are completed by teachers and administrators attending all district trainings. Information from these surveys is used to determine whether the training had a positive impact and if further trainings should be provided.</p>	<p><b>b. A district process to qualify teachers to teach gifted students is in place.</b></p> <p>The State and Federal Programs Office provides annual funding, beyond the site's budget, for teachers to attend CAG and other local certification programs that provide teachers with the necessary skills, strategies, and curriculum development to meet the needs of Accelerated students.</p> <p>The district encourages principals to select highly</p>	

<p>It is the goal of the State and Federal Programs office to begin tracking professional development taken outside the district by Accelerated teachers.</p>	<p>qualified teachers for the Accelerated classes/clusters, Honor classes, and Advanced Placement classes based on the following:</p> <ul style="list-style-type: none"> <li>• Teachers possessing advanced training or have committed to attend training.</li> <li>• The principal evaluates effectiveness of teachers working with gifted students and ensures that the teacher is providing differentiated curriculum.</li> </ul>	
<p><b>c. Individuals selected to conduct in-service for teachers of gifted learners have knowledge and expertise in the area of gifted education.</b></p> <p>A variety of high quality staff development opportunities are offered to teachers of Accelerated students through the State and Federal Programs Director, District Library Media teacher, Director of Curriculum, Instruction and Assessment, and other local and outside sources. State and regional training from CAG are also made available to Accelerated teachers at all sites. Parents are also encouraged to attend.</p> <p>The district promotes the concept of teacher-to-teacher professional development during staff development days. The Accelerated classroom teacher has provided several inservices to staff in the area of addressing the needs of the accelerated student during these staff development days.</p>		
<p><b>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</b></p>		
<p><b>Minimum Standards: One-year approval</b></p>	<p><b>Commendable Standards: Two-year approval</b></p>	<p><b>Exemplary Standards: Three-year approval</b></p>
<p><b>a. Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience.</b></p> <p>Principals assign teachers to teach Accelerated students, Honor classes, and AP classes who are interested in challenging and meeting the needs of</p>	<p><b>a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an in-service.</b></p> <p>District and out of district professional development opportunities are provided for teachers and other staff in the following ways:</p>	<p><b>a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.</b></p> <p>All district teachers are required to have the following formal and informal certification:</p> <ul style="list-style-type: none"> <li>• NCLB compliance as highly qualified teachers</li> </ul>

<p>Accelerated students and that are willing to attend further GATE training to assist in the advancement of Accelerated students.</p> <p>The main conferences are the CAG Conference and the Summer Institute and Demonstration School. The Accelerated teachers and other interested teachers go to both of these conferences.</p>	<p><u>District</u></p> <ul style="list-style-type: none"> <li>• 2-3 times monthly grade level/department collaborative meetings at each school site</li> <li>• Vertical grade level meetings at some of the sites</li> <li>• School to school vertical articulation meeting.</li> <li>• New Teacher Annual Induction/Orientation meeting provided by BTSA (Beginning Teacher Support and Assessment)</li> <li>• Peer observation through site learning walks</li> </ul> <p><u>Out of District</u></p> <ul style="list-style-type: none"> <li>• Teacher and administrator attendance at conferences provided by CAG</li> <li>• Variety of conferences selected by Accelerated teachers to meet their individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• CLAD certification or other state authorization for teachers in an SEI/Mainstream classroom with EL students</li> <li>• Willingness to attend ongoing GATE training</li> </ul>
<p><b>b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.</b></p> <p>The district's State and Federal Programs Director has the following qualifications and experience:</p> <ul style="list-style-type: none"> <li>• Attending CAG Conferences</li> <li>• Assisted in coordinating the GATE component for the district's CCR (CPM) process</li> <li>• Five years of being State and Federal Programs Director; understanding of programming, regulations</li> </ul>		<p><b>b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.</b></p> <p>The district's State and Federal Programs Director has the following qualifications and experience:</p> <ul style="list-style-type: none"> <li>• Attending CAG Conference</li> <li>• Assisted in coordinating the GATE component for the district's CCR (CPM) process</li> <li>• Five years of being State and Federal Programs Director; understanding of programming and regulations</li> </ul>
<p><b>c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.</b></p> <p>Principals, learning directors, and counselors are encouraged to attend professional development on</p>		<p><b>c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned.</b></p> <p>Experienced Accelerated teachers mentor novice Accelerated teachers. Accelerated teachers are provided with release days for the attendance of</p>

<p>issues of gifted education.</p> <p>Counselors will continue to attend conferences related to Nationally Top Ranked Private Colleges, UC and CSU entrance requirements so that they can inform parents and students of their options.</p> <p>SB65 Outreach Consultants will be encouraged to attend the CAG Conference or other Gifted workshops to further their knowledge of at risk Accelerated students, their characteristics, specific needs and interventions. This new knowledge will improve the Student Success Team process and interventions for Accelerated students and their parents.</p>		<p>district and out-of-district conferences, in-services, and/or trainings to further their knowledge on differentiated instruction. Release time and funding is also provided to assist with collaboration among vertical teams within the sites and from school to school.</p> <p>Information regarding GATE Certification Training will be given on an annual basis to the Site Principals and District Accelerated Advisory Committee members who in turn provide the information to their site's staff.</p>
<p><b>d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.</b></p> <p>Ongoing staff development is an important part of Kerman Unified. Administrators, teachers, and tutors that work with Accelerated learners are strongly encouraged to participate in staff development focused on all students. The district's State and Federal Programs office provides ongoing invitations for principals, assistant principals, and teachers to attend professional development that includes differentiated instruction, identification criteria and procedures, instructional strategies, district policies/procedures, and other training to meet the individual needs of Accelerated students. Funding is provided whenever possible to support ongoing training.</p>		<p><b>d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.</b></p> <p>The State and Federal Program Director and each school's principal have been chosen as leaders and advocates for Accelerated students and to service the Accelerated Program to its fullest. Attendees at CAG Conferences, Institutes, In-services, workshops, and other advanced trainings to receive the training from the experts to accelerate the advancement of high achievers and highly gifted students will receive full support from the State and Federal Programs Office.</p> <p>Some of the experts used at various school sites and activities throughout the district include:</p> <ul style="list-style-type: none"> <li>• Director of Curriculum, Instruction, and Assessment</li> <li>• District Library Media Teacher- Former Accelerated Classroom Teacher (5-6)</li> <li>• Various CAG institutes, conferences, etc.</li> <li>• Accelerated Classroom Teachers K-6</li> </ul>



**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[2][f])**

<b>6:1 Open communication with parents and the community is maintained.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided.</b></p> <p>The district employs a variety of methods to establish open communication with parents and the community. Both written and oral communication is provided in English and Spanish.</p> <p>To expand communication to parents, the District Accelerated Advisory Committee developed an Accelerated Student pamphlet that describes the Kerman Unified program, identification process, and additional school activities for accelerated learners. This pamphlet is used at Back to School Night, parent meetings, Site Councils, counseling sessions, and English Learner Advisory Committee meetings to communicate the program and its objectives. The pamphlet is review yearly to address changes. The pamphlet will be put on the website in Spanish and English.</p> <p>Each site Parent/Student Handbook, given to all parents grades K-12, provides general Accelerated Program information.</p> <p>The Accelerated Classroom teachers (5-6) hold an orientation for students and parents to begin the new year. At this time, parents will be invited to work in the classroom on a regular basis. A weekly or bi-weekly newsletter will be sent home to communicate the week's activities to parents.</p>	<p><b>a. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation.</b></p> <p>All Accelerated Program families receive district newsletters and site newsletters regarding Accelerated Program updates and activities.</p> <p>Parents on the District Accelerated Advisory Committee are invited to attend meetings, workshops, and conferences throughout the year. Increase this invitation to include all program parents.</p>	<p><b>a. Parents are involved in the development of the application and/or school site plans related to GATE programs.</b></p> <p><u>District Level:</u> The District Accelerated Advisory Committee membership consists of parents, community members, principals, teachers and the coordinator of the program. The District Advisory Committee continues and has been actively involved in the development and success of the program. This committee assists in the evaluation of the program through parent and student surveys and Edusoft data that are reviewed and discussed at the last meeting of the year. The plan is to schedule 3 meetings next year. The first meeting we will discuss results of surveys and test data. The second meeting we will begin to look at potential changes to program and budget for next year. The third meeting we will solidify changes and nominate new members of the committee for the next year.</p> <p><u>Site Level:</u> Parents are involved in the development of the site Single Plan for Student Achievement related to the Accelerated Program through the site's School Site Council and ELAC Committee meetings.</p>

<p>Each school's representative to the District Accelerated Advisory Committee disseminates all appropriate information to parents at the site's SSC meeting.</p>		
<p><b>b. The district's state application is available to parents and the community.</b></p> <p>The district's GATE state application is available to parents, staff, and community upon request. Copies of the district's GATE application are kept at each school site and at the district State and Federal Programs Office.</p> <p>It is the district's goal to information about the Accelerated Program on our website where parents will have access to the district state GATE application/plan and other Accelerated Program information.</p>	<p><b>b. The products and achievements of gifted students are shared with parents in a variety of ways.</b></p> <p>The products and achievements of gifted students are shared with parents in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Parent/Teacher Conferences</li> <li>• Performances</li> <li>• Presentations</li> <li>• Student Portfolios</li> <li>• Classroom Newsletters</li> <li>• Notes home to parents</li> <li>• Telephone calls/e-mails</li> <li>• SSC Meetings, Back to School Night, Open House</li> <li>• Principals Friday Newsletter</li> <li>• Kerman News articles</li> <li>• Awards Ceremonies</li> </ul>	<p><b>b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.</b></p> <p>Demonstration and classroom presentation by parents in the student's classroom, assemblies, talent shows, etc.</p> <p>Parents are strongly encouraged to volunteer in their child's classroom and serve on various site committees and activities such as: DAAC, SSC, ELAC, DELAC, PFC, Book fairs, etc.</p>
<p><b>c. GATE parents are involved in the ongoing planning and evaluation of the GATE program.</b></p> <p>Accelerated students' parents are involved in the ongoing planning and evaluation of the Accelerated Program through the Site School Site Council and through the District Accelerated Advisory Committee.</p> <p>Parents of identified Accelerated students have the opportunity to complete a program evaluation form annually.</p>		<p><b>c. Partnerships between the GATE program and business and community organizations are established.</b></p> <p>Employees at local businesses are involved in career fairs, portfolio day, fund raising for trips to State, National, and World Finals for Odyssey of the Mind competitions, and classroom presentations, etc.</p> <p>Kerman Rotary is involved in the Rotary Speech Contest and works with the schools to send a Kerman representative to higher level competitions.</p> <p>Kerman Rotary also interviews and sends high school students with leadership potential to Camp Royal.</p> <p>Service organizations support the Accelerated</p>

		Program in a variety of ways: tickets to opera and OM team support.
<b>6:2 An active accelerated advisory committee with parent involvement is supported by the district.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year.</b></p> <p>Parents have the opportunity to participate in various district/site advisory committees such DAAC, SSC, ELAC, DELAC, and Parent Clubs. The process for selection of members is open to parents of all students in the district. The site's SSC committee invites participation to all parents of all students.</p> <p>All of the above committees meet at least three times throughout the academic school year.</p>	<p><b>a. A parent member of the accelerated advisory committee cosigns the district's state application.</b></p> <p>A parent member of the District Accelerated Advisory Committee cosigns the district state application. Refer to page 1 of this application.</p>	<p><b>a. The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district's accelerated advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.</b></p> <p>All parents of accelerated students are invited to the district and school site meetings. The District Accelerated Advisory Committee will search for interested parents to represent EL students and gifted disabled students.</p> <p>Information and meetings are conducted bilingually as needed.</p> <p>Transportation for disabled parents may be provided if the need arises.</p>
<p><b>b. The district accelerated coordinator collaborates with the accelerated advisory committee to provide parent education opportunities related to gifted education.</b></p> <p>At each District Accelerated Advisory Committee meeting, the State and Federal Programs Director will disseminate information, in English and Spanish, about parent education opportunities to parent representatives from all sites.</p> <p>Parents will be invited to attend the CAG conference and local CAG institutes. GATE funds are sometimes used to provide parent scholarships to attend these parent education opportunities.</p> <p>The State and Federal Programs Director is available to meet with parents on an individual</p>	<p><b>b. Parents participate in the accelerated advisory committee which meets on a regular basis.</b></p> <p>Both site and district level advisory committees are comprised of parents and staff. The District Accelerated Advisory Committee and the site's SSC meet at least three times annually.</p>	

<p>basis to discuss the identification process, placement, instructional issues, and social/emotional development, in both English and Spanish, on an as needed basis.</p>		
<p><b>c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.</b></p> <p>All parents of newly identified Accelerated students are invited to participate in the District Accelerated Advisory Committee. All parents are encouraged to become actively involved. Meetings are conducted in English and Spanish on an as needed basis.</p> <p>Meeting announcements, program evaluations, newsletters, and conference attendance information are provided in English and Spanish as needed.</p>	<p><b>c. GATE Advisory Committees and/or School Site Councils are regularly informed of current research and literature in gifted education.</b></p> <p>The District Accelerated Advisory Committee will be regularly informed of current research and literature through the State and Federal Programs Director and/or District Coordinator of Library Services. The District Accelerated Advisory Committee representatives will return to their school sites and disseminate the information to other accelerated parents via the SSC meetings.</p> <p>Articles will be distributed to parents through Site newsletters.</p>	
	<p><b>d. The district GATE coordinator collaborates with the district accelerated advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education.</b></p> <p>Parent education opportunities are shared with parents, staff and the community through flyers distributed at the district level advisory committee.</p> <p>Opportunities and information will be advertised with a link through the KUSD web site. Parents will be informed about CAG Parent Institutes and conferences; they are encouraged to attend.</p>	
	<p><b>e. The district GATE coordinator and the district GATE advisory committee solicit community support.</b></p> <p>The State and Federal Programs Director, principals, and the District Accelerated Advisory Committee solicit community support from organizations such as city businesses and local</p>	

government agencies.

**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])**

<b>7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development.</b></p> <p>The State and Federal Programs Director ensures the following will take place within each school site:</p> <p><u>Organization/Structure:</u></p> <ul style="list-style-type: none"> <li>• The State and Federal Programs Director is responsible for the ongoing District Accelerated Advisory Committee meetings</li> <li>• The site principal is responsible for including the Accelerated Program in the Schoolwide Plan and in discussions in the School Site Council meetings.</li> <li>• The site principal and School Site Council are responsible for the annual review of the Accelerated Program</li> <li>• The State and Federal Programs Director is responsible for the annual parent/student survey</li> </ul> <p><u>Identification:</u></p> <ul style="list-style-type: none"> <li>• The State and Federal Programs Director and principals are responsible for the identification process.</li> <li>• The District Accelerated Advisory Committee will evaluate the process after the identification period for final revisions on improving the process</li> </ul> <p><u>Staff Development:</u></p>	<p><b>a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.</b></p> <p>The State and Federal Programs Director provides training to the members of the District Accelerated Advisory Committee related to the assessment activities each year. The training is based on the Recommended Standards for Programs for Gifted and Talented Students. The District Accelerated Advisory Committee has members who have expertise in GATE programs.</p>	<p><b>a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.</b></p> <p>The district has developed essential standards and minimum expectations that are aligned with the mandated state standards to ensure grade level progress and acceleration is taking place.</p> <p>The following assessments are used for Accelerated students as well as for all students:</p> <ul style="list-style-type: none"> <li>• Accelerated students to achieve Proficient or Advanced range on the CST</li> <li>• Scoring proficient or advanced on the District Quarterly Benchmarks</li> <li>• EL's showing growth in ELD through District Quarterly Benchmarks based on ELD materials.</li> <li>• California English Language Development Test (CELDT) to measure the EL students so they can successfully reclassify into English instruction</li> <li>• Students increase one level on the CELDT each year</li> </ul> <p>Elementary, intermediate, and high school report cards reflect the levels of performance, course, and grade level of all district students.</p>

<ul style="list-style-type: none"> <li>The Director of Curriculum, Instruction and Assessment is responsible for the staff development surveys that are completed by teachers immediately following training, in-services, etc.</li> </ul> <p><u>Student Services:</u></p> <ul style="list-style-type: none"> <li>The annual parent/student evaluations, with District Accelerated Advisory Committee input, will determine the effectiveness of the Accelerated Program and will identify the needs for improvement</li> <li>Students test scores, CST, CELDT, CAHSEE, GPA, Honors class grades, AP test results, and Accelerated Program demographics will be used as an indication for program improvement</li> </ul>		
<p><b>b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose.</b></p> <p>Evaluation information is annually reviewed by parents, staff, administrators, School Site Councils, State and Federal Programs Director, Director of Curriculum, Instruction and Assessment, and the District Accelerated Advisory Committee. Planning for the following academic school year incorporates the improvements, suggestions, and program modifications made by all stakeholders.</p>	<p><b>b. The program contains a clear description of performance expectations of gifted students defined at each grade level.</b></p> <p>The State and Federal Programs Director will review each gifted student’s academic performance. For gifted students not meeting the performance expectations, communication with the site administrator will take place to provide interventions. Performance expectation for each grade level is as follows:</p> <p><u>Placement:</u></p> <ul style="list-style-type: none"> <li>Performance at a minimum of Advanced on the CST Language Arts (3-12)</li> <li>Performance at a minimum of Advanced on the CST Mathematics (3-12)</li> <li>Performance at a minimum of a B on the Standards Based Report Card or regular report card in Mathematics and Language Arts (3-6)/English (7-12)</li> <li>EL Students- Teacher referral</li> <li>With the <u>General Characteristics of Gifted Children</u> form, students are identified by their teachers as having gifted characteristics in the</li> </ul>	<p><b>b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.</b></p> <p>Each year all sites are required to conduct a program evaluation and program review through the site’s Single Plan for Student Achievement and through the Categorical Program Monitoring; strengths and weaknesses are documented and shared with administrators, teachers, and parent committees (DAAC, DELAC, ELAC, SSC). Based on the evaluation/review, the necessary improvements are made for the following school year.</p>

	<p>following areas: intellectual ability, high achievement, leadership, creative ability, visual arts, performing arts, and specific academic aptitude. This alternative identification process has given students an additional way to qualify for the Accelerated Program beyond the other measures and will be explored for future use at all grade levels.</p> <p><u>Annual Performance Expectations:</u></p> <ul style="list-style-type: none"> <li>• Accelerated students to attain Advanced level on the CST (3-12)</li> <li>• Students at the secondary level must maintain an overall grade point average of 3.0 (7-12)</li> </ul>	
<p><b>c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.</b></p> <p>Individual and group student achievement data is annually reviewed to determine whether students progress and if the program is effective. Multiple strategies are used to assess student performance including:</p> <ul style="list-style-type: none"> <li>• % of Accelerated students to achieve Advanced on the CST compared to All Students</li> <li>• % of Accelerated students passing CAHSEE compared to All Students</li> <li>• % of Accelerated students receiving a B or higher in Honors courses</li> <li>• % of AP students passing with a score of 3 or higher</li> <li>• % of Accelerated students with a GPA of 3.5 or higher compared to All Students</li> <li>• Average GPA of Accelerated 12<sup>th</sup> Grade students compared to All Students</li> <li>• CELDT growth compared to prior year</li> <li>• % of Accelerated EL students redesignated compared to All EL students</li> </ul>	<p><b>c. Criteria for levels of performance or rubrics are used as part of the assessment process.</b></p> <p>Refer to 7:1b above</p>	<p><b>c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.</b></p> <p>The district, through the site's Single Plan for Student Achievement, ensures that program evaluation is an integral part of program improvement. The district and site GATE budgets allows for personnel to conduct systematic formative and summative program assessments.</p> <p>Time for teachers to articulate, plan accelerated/ differentiated curriculum and access student work is highly encouraged by the State and Federal Programs Director to better meet the needs of the gifted students.</p> <p>Communicate upcoming Accelerated Program surveys to parents through Connect Ed calling system.</p>

	<p><b>d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.</b></p> <p>Strategies used by Accelerated teachers that include student inquiry, collaboration, and reflection include the following:</p> <ul style="list-style-type: none"> <li>• Ongoing independent research projects are a key component of the 5<sup>th</sup> &amp; 6<sup>th</sup> Accelerated class. Students use the research skills and listening/speaking skills taught as part of the core curriculum to become “experts” in a topic that interests them. They are required to present their findings to the class in a variety of creative ways (e.g., power point, student-made video, demonstrations, models, dramatic readings, etc.)</li> <li>• Instruction that encourages creative and independent thinking is used to teach the standards. One example, <i>Junior Great Books</i>, which utilizes the “shared-inquiry” discussion model, is used at the 5<sup>th</sup> &amp; 6<sup>th</sup> Accelerated class as a supplemental reading program.</li> <li>• A different “Big Idea” is used as an overarching theme each year in the 5<sup>th</sup> &amp; 6<sup>th</sup> accelerated class. This major concept, like “change”, for example, is used to connect the curriculum and make it more meaningful to the students.</li> <li>• Cooperative Learning</li> </ul> <p>Assessment process that includes strategies that parallel instruction include the following:</p> <ul style="list-style-type: none"> <li>• Benchmark assessment on Edusoft quarterly</li> <li>• Teacher-devised tests</li> <li>• Self-evaluation</li> </ul>	



	<p><b>e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program.</b></p> <p>Results of the District Accelerated Program Evaluation are presented to the KUSD School Board. School administrators, staffs, and parents receive program assessment results via the District Accelerated Advisory Committee and the site's School Site Council.</p>	
	<p><b>f. Districts provide sufficient resources to fund program assessment.</b></p> <p>The district's State and Federal Programs Office funds all necessary assessments through categorical funding.</p>	

**Section 8: Budgets** District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (EC 52209, 52212[a][1], [2], [3])

<b>8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.</b>		
<b>Minimum Standards: One-year approval</b>	<b>Commendable Standards: Two-year approval</b>	<b>Exemplary Standards: Three-year approval</b>
<p><b>a. Gate funds and/or funding sources are used to address:</b></p> <ul style="list-style-type: none"> <li>• professional development</li> <li>• direct student services</li> <li>• district level coordination</li> <li>• <b>GATE student identification process</b></li> </ul> <p>The following GATE funds and sources are used to address the following:</p> <p>Professional Development: Accelerated Program teachers and those interested in the Accelerated program are encouraged to attend the CAG Summer Institute, CAG Conference, and other</p>	<p><b>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.</b></p> <p>The coordinator of GATE is the State and Federal Programs Director who is paid by other categorical funds. The State and Federal Programs Director's job will also include the following:</p> <ul style="list-style-type: none"> <li>• Communicate professional development to all staff</li> <li>• Dissemination of information to parents, students, administrators, and Accelerated teachers</li> </ul>	<p><b>a. The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.</b></p> <p>Fiscal collaboration between categorical programs make it possible for gifted learners who are part of the Migrant Program, English Learner Program or other programs to continue to receive categorical services as needed. Categorical funds are used to provide professional development opportunities, consultants, materials, special activities, etc.</p>

<p>conferences that will assist to promote further differentiated instruction and increased student achievement. GATE, Title I- Staff Development, Lottery funds, Pupil Retention Block Grant, and/or other site categorical funding is used to provide professional development.</p> <p><u>Direct Student Services:</u> Funds are allocated to each school site based upon program needs and number of Accelerated students. Site principals ensure that their allocation is used appropriately to support standards-based instruction and differentiation. A list of appropriate and inappropriate expenditures is used as a guideline to assist principals in purchasing supplementary textbooks, classroom libraries (magazines, journals, newspapers), manipulatives, science equipment, art materials, etc.</p> <p><u>District Level Coordinator:</u> The district augments the Accelerated program through the general fund, lottery, and categorical programs to ensure that the GATE money goes directly to program services and supplemental materials. The coordinator of GATE is the State and Federal Programs Director who is paid by other categorical funds.</p> <p><u>Accelerated Student Identification Process:</u> District categorical funding supports the identification of gifted and talented students through the Student Information System (Aeries), Edusoft data reviews, printing of identification forms, and tallying the identification forms.</p>	<ul style="list-style-type: none"> <li>• Provide data for the identification process</li> <li>• Organizing and leading the District Accelerated Advisory Committee</li> <li>• Creating and monitoring the GATE funds/ budget</li> <li>• Organizing program evaluation</li> <li>• Communication with parents, administrators, and teachers regarding the program</li> </ul>	
<p><b>b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</b></p> <p>The GATE budget is discussed with the District Advisory Committee as we are planning for each year. This committee believes that the funds from GATE must fully support the supplemental services discussed in the plan. GATE funds are used only to supplement and not to supplant. The</p>		

<p>funds are used for gifted students and students clustered with accelerated students for enrichment and accelerated opportunities.</p>		
<p><b>c. There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget.</b></p> <p>The coordinator of GATE is the State and Federal Programs Director who is paid by other categorical funds.</p>		
<p><b>d. Carry-over monies are minimal and maintained within the district GATE accounts.</b></p> <p>Carryover GATE money, if any, stays in the GATE budget for future use</p>		
<p><b>e. Indirect costs do not exceed state limitations.</b></p> <p>A maximum of 3% of the state apportionment is allocated for indirect costs.</p>		