

**SECTION 1: PROGRAM DESIGN**

**How does your LEA 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 Section 52205(d) and 52206a].**

**~~ PHILOSOPHY ~~**

The Garden Grove Unified School District believes the experts in the field of Gifted Education when they tell us that gifted students are unique, and as such, have unique educational needs. The district's Gifted and Talented Education (GATE) program provides gifted and talented students with an instructional program that meets these special needs. We believe that it is important for GATE students to receive schooling in an environment that promotes optimum intellectual, creative, social, emotional, and physical development. A **differentiated curriculum** is essential for gifted children. It incorporates a balance among basic skills, enrichment, and acceleration. The joy of learning is a primary ingredient in the program. Students are encouraged to become creators and producers of concepts rather than consumers of information.

The state of California's grade level content standards combined with the district's grade level curriculum is the core of our educational program. "Differentiation" of the core allows us to incorporate depth, complexity, novelty, and acceleration. Differentiation of the core curriculum engages students in an educational process that focuses on scholarliness and holds all learners and learning styles in high esteem. Students are given time to explore topics in depth, from multiple perspectives, and over specified periods of time.

The focus of the GATE program is on how the brain perceives, learns, analyzes information, and transforms this information into action. GATE teachers recognize their role as facilitators of the learning process who nurture and cultivate a variety of complex thinking processes.

It is widely acknowledged by experts that giftedness is an indication of ability; it is not an automatic guarantee of success. In this program the social skills of compromise, negotiation, collaboration and leadership replace competition as the primary motivation for focusing on excellence. Our ultimate vision is to kindle a passion for the process of discovery learning in the hearts and minds of each member of our learning community. We invite our parents and community to become our partners in this vision as we learn together to recognize and respond to the unique needs, interests, and talents of our students. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment. The district plan is distributed to all GATE Advisory committee members and is easily accessible to all parents and the community in pamphlet form or on our district website. **(M1:1d)(M1:2c)(C1:1a).**

The K-12 Garden Grove Unified School District GATE program is coordinated by a full time GATE Program Facilitator/Specialist. The program is well-articulated with the general education programs. This articulation includes communication through principal meetings, memos and training as needed. The community is offered access to the GATE plan through the updated GGUSD website. GATE classes use the district-wide core curriculum and California state standards as the basis from which to differentiate their lessons. **(M1:3c).**

The Garden Grove Unified School District is a large K-12 District in Orange County. Our enrollment is approximately 50,000 students at 67 school sites. Forty-nine percent of our students are English learners, while 70% of GGUSD's total population has a second language background. Vietnamese and Spanish are the predominant languages with a total of 66 languages overall. Sixty percent of our students qualify for free or reduced lunch.

**The GATE Structure (E1:1a)(M1:2a-e)(M1:2a)**

As the 2004 Broad award recipient, GGUSD prides itself in its visionary goal setting, which always places the needs of each individual child first. Garden Grove's GATE program is designed to meet or exceed the California State Standards for Gifted Education in all areas in order to serve the needs of our gifted children. The program structure and delivery of services provide a balance between cognitive and affective learning. **(E1:2a).** Differentiation of the Core Curriculum is developed in order to extend the core curriculum so that all students are appropriately challenged, even when their interests, abilities, and experiences vary widely. The program is comprehensive, structured, and sequenced between, within, and across grade levels. The core curriculum is aligned to ensure continuity with the general education program.

**(M1:1a,b,c)(E1:3a)(C1:3a)(M1:3a).** A GATE Program Facilitator/Specialist is designated and responsible for all aspects of the program. **(M1:3b).** Transportation is provided as needed for GATE students wishing to participate. **(C1:1b).**

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**a) K-6 Elementary Schools:** The K-6 portion of our program offers Special Day Classes clustered at four of our forty-seven elementary sites, so that gifted students are taught in self-contained classes with their mental peers. The self-contained class structure allows the district to focus professional development training on issues related to the gifted and talented students for the core group of GATE teachers who serve this population. Teachers are highly trained in the academic and social-emotional needs of the gifted and integrate these teachings within the curricular structure. There is a well-defined scope and sequence for differentiating the core curriculum for Gifted Learners in grades 1-6. Kindergarten teachers are trained during their kindergarten meetings on the identification of gifted students and on strategies to meet their needs.

**b) 7-8 Intermediate Schools:** Advanced /GATE classes are offered at all intermediate schools.(C1:1b). Designated “Advanced” courses provide differentiated instruction for all students enrolled. In Advanced courses, gifted learners are combined with high achieving students in order to broaden the spectrum of talent and perspective among high-end learners. Each school designates a minimum of 2 to 4 subjects per site in which subjects offer appropriately differentiated instruction. This provides opportunities for GATE students to become engaged in more challenging learning, thus strengthening the students’ preparation for high school. The program provides for flexible grouping in the classroom to meet student needs and abilities. The GATE Program Facilitator/Specialist works closely with the Director of 7-12 Instruction to develop and implement coordinated professional development at the Intermediate level for all teachers who teach GATE students in Advanced courses. The professional development covers academic and social/emotional needs of the gifted, which are then integrated within the curricular structure. Additionally, over the next three years, GGUSD will implement the AVID (Advancement Via Individual Determination) program at most secondary sites. The GATE office will work with the Office of 7-12 instruction to offer collaboration/input including higher level thinking/differentiated instructional practices in order to meet the needs of our gifted under-represented in AVID courses who are students that are under-represented and from families that have never attended college.

**c) Grades 9-12 High School Campuses:** High Schools offer Honors and Advanced Placement (AP) Classes across 12 different subject areas. Extracurricular scholarly activities and opportunities are offered as well, in order to allow our GATE students the opportunity to become engaged in more challenging learning and to strengthen the students’ preparation for university work. High school AP and Honors courses are taught according to course catalog guidelines and are differentiated as appropriate for advanced learners. Professional development is supported for teachers needing training in academic and social/emotional needs of the gifted. Examples of extracurricular activities are: the Academic Decathlon, Mock Trial Teams, and Science Inventions teams, etc. Each high school designates one of the counselors to be the “GATE Counselor” in order to better serve the needs of the GATE students.

**d) GATE Fine Arts:** The GATE Fine Arts portion of our program offers extended day visual and performing arts opportunities for our population of gifted artists and musicians. These students are able to learn from art and music instructors who provide in depth training for students gifted in the visual and performing arts. Multiple opportunities to practice their gifts are given as they participate in the various GATE visual and performing arts programs offered.

**e) Freshman Advanced Curriculum Team (FACT):** This program is in place at one of the seven high schools. It was initiated to meet the needs of gifted students at the freshman level including “at-risk” GATE students who may be underperforming. This program provides an interdisciplinary, richly differentiated program to GATE freshmen and other high achievers who might benefit from interactions with a focused team of bright students and teachers. Additional high schools will be recruited and supported in developing similar programs.

**f) Support Personnel:** Psychologists, Counselors, other district support personnel, and outside Consultants are involved with the GATE program as key components of our GATE support system.(E1:3b). Counselors are key in helping to place GATE students in Honors and AP classes, providing articulation between Elementary and Intermediate grades and between Intermediate and High Schools. High school counselors also provide guidance services and college information. Psychologists are an important part of our program especially in the elementary years when special exceptionalities require initial diagnosis and intervention. Designated Instruction and Services are also accessed whenever the need arises.

**g) District GATE Advisory Committee:** The committee meets on a regular basis to assist in program planning and assessment.(C 1:1c). This committee works to make sure that the home-school connection remains strong, and makes suggestions for parent education needs. This committee also works to ensure strong community connections that support the GATE program within the general education environment. Parents reflect the multicultural diversity in our district and GATE program. Parents serve as volunteers on the Parent Orientation Evening and offer their advice and support to new GATE parents. DAC GATE parents whom are bilingual in Spanish and Vietnamese are present as well to offer translation support.

**SECTION 2: IDENTIFICATION**

Which of the following categories will your LEA use in identifying gifted and talented students, and what criteria will the LEA use to identify in each category? Describe how your identification procedures are equitable, comprehensive, and ongoing, and how they reflect the LEA’s definition of giftedness and its relationship to current state criteria? [EC Section 52202; Title 5, Section 3822]

The identification process for GATE is multidimensional. The first criteria used in the identification process for the GATE program is the GATE referral. This referral process is based on behavioral characteristics of gifted children (Delp 1961). Teachers receive training as a new teacher in the district, through the BTSA program, on behavioral characteristics associated with giftedness. During the referral process each year teachers use these behavioral indicators attached to their referral sheet to determine the appropriateness of their referrals. Training or retraining on recognizing behavioral characteristics of gifted children is available for all teachers and administrators on a yearly basis. Staff Development focusing on the identification of Limited English or Under served populations will be offered to school sites that appear to lack an understanding of gifted traits in their population. Kindergarten teachers are trained during their kindergarten meetings on the identification of gifted students and on classroom strategies that would better serve the younger gifted students’ needs. Training in the identification process for Administrators, Counselors, Psychologists and support personnel is conducted during respective meetings and addresses the concerns and roles of each individual group.(C2:1a)(C1:3a).

During this same time period, referrals are sought from parents who have children that they believe may be gifted. A parent referral form is used to guide parents through the process. Referral forms are available in the district’s three dominant languages of English, Spanish and Vietnamese in order to serve the diversity present in our GGUSD population. Parents simply refer their child and describe their respective behaviors. The GATE department matches the parent report to the behavioral checklist. All students referred are tested within the testing guideline timetable. Once referred, the second criteria considered is data collected from the Otis Lennon School Ability Test (OLSAT). This test is administered two times per year. Students may take this test only once in a twelve month period. Students may be nominated more than once and be tested up to three times in this manner during their school career. If necessary, alternative methods and additional criteria for identification are used for admission into the GATE program.(E2:2b)(M2:2b).

GATE Arts programs use portfolio/audition methods for qualification to the GATE Fine Arts programs.

Below is a list of all areas of identification presently used in determining placement for the respective programs:

- Intellectual Ability (required)                       Leadership Ability                       Creative Ability
- High Achievement                                       Specific Academic Ability                       Performing/Visual Arts
- Other (please describe): *Alternative Assessment for Under-represented Populations and Difficult to Identify Students*

Since 1992 the Garden Grove Unified School District has been refining efforts to seek out, identify and ensure full participation of pupils from disadvantaged and varying linguistic, economic, and cultural backgrounds.[Title 5, Section 3820(f)](M2:1a,b)(C2:2a,b). An “Open GATE” program was initiated in 1992 to increase participation of under-represented minorities in the GATE program by utilizing an alternative assessment method of identifying GATE students. Having found the Alternative Assessment method effective in identifying under-represented populations, we have now included the full implementation of the alternative identification program into our GATE identification procedures.(M2:1c).

Qualifying students from under-represented populations are placed into our regular GATE program. The diversity of the district’s GATE student population is increasingly reflected in the district GATE population largely due to our alternative identification process and the ongoing professional development for our teachers. A yearly review of the alternative assessment process will be implemented to refine the procedures and the assessment itself, in order to reach the goal of reflecting GGUSD’s ethnic breakdown in the GATE program.(E2:2b).

**IDENTIFICATION: PROCEDURES FOR THE ACADEMIC PROGRAM**

Each fall, a workshop on Characteristics of the Gifted - What to Look For is presented. All teachers are invited to attend. This workshop is also presented during the “New Teacher Training” and kindergarten training. In October, a GATE behavioral checklist and referral form is distributed to all school staff. Teachers of pupils from disadvantaged and varying linguistic, economic, and cultural backgrounds are encouraged to submit names of students and are especially encouraged to look for GATE student characteristics and behaviors.(M2:1e). By December, referral forms are due back to the GATE office.

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Permission to test is then obtained from referred students' parents and kept on file. Any student missing the deadlines for Spring testing will be offered to be placed on a Summer Testing list. They are notified of summer testing dates in mid June. In February and March, referred students are tested using the Otis Lennon School Ability Test (OLSAT). Testing is done by substitute teachers who receive a full day training on the administration of the test. They travel to each of the elementary schools on three separate days to complete testing. Testing at the 7-12 level is administered by counselors at each school site. Alternative assessment evaluations for under-represented populations are conducted concurrently with the administration of the OLSAT. Determination of placement for these students is made based on this Alternative Assessment. Follow up evaluations are available for students at parents' request and concurrence of school and/or examination of the test results. In April of each year, tests are scored and parents are notified by mail of test results. In the area of **Intellectual Ability**, a student must obtain a total score of 95%ile or above in order to qualify. In the area of **High Achievement**, a student must obtain a total score of 90%ile or above AND a score of 95% in one of the other categories (Verbal or Non-Verbal). **Under-represented Populations** receive traditional as well as Alternative Assessment in order to add the additional information needed to make placement decisions. GATE staff interview potential students, observe students in classroom settings, examine records and examples of student work--writing, projects, etc. In May, an orientation meeting for parents of newly identified elementary students is held. Parents and students are provided information and orientation regarding student placement and participation options. The orientation is offered in GGUSD's three dominant languages of English, Spanish, and Vietnamese. All presentations are given by certificated personnel or consultants who have demonstrated expertise in GATE. The parents on the District Advisory Committee serve as community representatives during that evening, in order to offer parental expertise in the answering of questions that may arise during the evening. The DAC representatives are multiethnic, some are bilingual, and generally reflect the GATE population.(E2:2b)(M2:3a). Parent *consent for participation* forms are kept on file and cums of GATE students are transferred to the respective GATE site. In June, notification is sent to parents whose children are taking the GATE test in the summer and in August, make-up testing is held for students who are new to the district, missed spring testing deadlines, or were ill during the testing process.

An Admissions Committee report is filed in the GATE office and a copy will be sent to each GATE site for their respective students in a GATE folder which is to be kept in the cum files. The GATE Program Facilitator/Specialist, the Director of K-6 Educational Services, the Director of 7-12 Educational Services and GATE Principals, as available, will comprise the Admissions Committee and will make final determinations on individual student eligibility for the program, a minimum of twice per year.(M2:2a). Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.(M2:3c). Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with parents and student.(C2:3a). **A signed parent permission for participation is on file that confirms parents' agreement with this provision.(M2:3a).**

Once testing is completed, parents and schools are notified of students' eligibility status. Schools and parents who are concerned about validity of test scores are informed of the appeal process. (M2:2c) After initial OLSAT scores are determined, personnel trained in Gifted Education meet to review placement of tested students for the subsequent special placement into the GATE Program.(E2:2a). Upon parent request, any student who initially declines participation/placement at any age level is eligible for participation in the GATE program at the beginning of each school year or new class.

Records are maintained on all students assessed for the GATE program. These records are maintained in electronic and hard copy form for the duration of a child's academic career with the Garden Grove Unified School District. This data is included in reassessing students who are referred more than once.(C2:1b)(M2:1d). Students are allowed to take the test only once in a twelve month period. It is recommended that subsequent testing be limited to a total of three.

**GATE Transfer Students:(M2:2d)**

The GATE office will verify that the student was identified as a GATE student in the previous district and qualifications are aligned with the GGUSD criteria. Students are then placed according to space availability. Students who have been identified GATE in another district who do not meet GGUSD Qualification Criteria are offered GATE testing by the GATE office in accordance with procedures outlined in our document "Placement of GATE students new to Garden Grove USD. If the student qualifies for the GATE program after retesting using GGUSD GATE qualification criteria, placement will be made as soon as is feasible. If the student does not qualify for the GATE program he/ she will be placed into the regular program. The student will then be eligible for retesting twelve months from the test date.

***For parents moving out of GGUSD, the district provides identification information to GATE parents within one week of a formal parent request, in order that the parent may take their child to a new school or district and facilitate proper placement.(M2:3b).***

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**MUSIC:** In October, music audition application forms are sent to grades **4-6** and **7-12 vocal & instrumental** teachers. Parents may also nominate their own child. Auditions, are held in the fall, and are judged by GATE music teachers and/or qualified music teachers. In November, schools, parents, and students will be notified of the results of the music auditions.

**ART:** In April, nomination forms are sent to grades **3-6** classroom teachers and grades **7-11 art, photography, and graphic arts** teachers for distribution to parents who may nominate their own child. **Visual Arts**, students submit portfolios in May, which are evaluated by GATE art teachers, art mentors, and GATE art administrators. In June, schools, parents, and students are notified of the results of the art portfolio evaluation. **A signed parent permission for participation is on file for each GATE Fine Arts Student. (M2:3a)**

**SECTION 3: CURRICULUM & INSTRUCTION**

**How does your LEA develop differentiated curriculum, instructional models, and strategies that are aligned with and extend state academic content standards and frameworks? How is the differentiated curriculum offered in your LEA related to theories, models, and practices from the recognized literature in the field? Include specific examples that illustrate how this standard is implemented in the LEA. [EC 52206(a) and 52206(b)]**

**Purpose:** The GATE program in Garden Grove began in 1961. Our mission is to provide GATE students with a structured, systematic, well articulated program focusing on differentiating the core curriculum to provide the opportunity for each child to reach his or her highest potential and which facilitates their ability to meet or exceed state core curriculum and standards. **(M3:1a)**.

**Academic Program:** The GGUSD GATE program uses the district core curriculum as the basis for providing a thematic, interdisciplinary, richly differentiated program. The structure of a differentiated program allows for continuity and comprehensiveness of learning experiences for both groups and individuals. **(M3:2a)(E3:2a)**. Creative and critical problem solving and research skills are also an integral part of the GATE program. Advanced content, and authentic and appropriate products are key components to enhancing the core curriculum. A wide range of out-of-grade level material is available to support differentiating curriculum and independent study units. **(M3:1b)(M3:2c)**. A scope and sequence for academic instruction has been in place for the past seven years. This has provided clarity in the expectations for teaching and learning in our GATE program. This scope and sequence includes directives regarding all aspects of the pedagogy associated with teaching GATE students including teaching models. **(M3:2b)**. Appropriate technology and instructional materials are provided to support higher level instruction. (For the purpose of providing a balanced instructional program, grouping strategies for GATE students include large and small group instruction, heterogeneous and homogeneous groupings, student and teacher directed learning and opportunities for independent study. **(M3:2a,b)(C3:2a,b)**).

At grades 1 through 6, thirty-three self contained classes on four elementary sites provide a core of teachers who study gifted education practices on an ongoing basis, and the teachers are provided many opportunities to develop their expertise in the varied aspects of gifted education. GATE teachers must be committed to moving toward expertise in the field of gifted instruction and to providing for the social/emotional needs of students. A professional development data base is on file for each teacher which also includes experiences that allow them to present differentiated teaching practices at major conferences. Teachers must also provide a yearly self-assessment of differentiation proficiency along with evidence in the form of lesson plans, including student work samples. The GATE department keeps this information on file. Intermediate and High School teachers teach either Advanced / GATE classes or Honors / Advanced Placement classes, or classes in which GATE students are clustered. These teachers are also provided with a variety of opportunities for professional development and or opportunities to present their expertise at major conferences.

**DIFFERENTIATING THE CORE CURRICULUM TO PROVIDE ADVANCED LEARNING OPPORTUNITIES**

GATE students receive thematic interdisciplinary instruction within their classes. Students develop skills of scholarliness, acquire core curriculum skills at an accelerated pace when appropriate, differentiate grade-level core curriculum concepts to include **depth, complexity, novelty, and acceleration**, and develop the ability to think like a disciplinarian (sociologist, philosopher, economist etc.) **(M3:1c)**. Training is also provided in Content Imperatives, Independent Study and Keys to Learning. A program scope and sequence is well defined by grade level which includes increasingly sophisticated

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models of instruction, and higher level thinking strategies.(E3:1a). All students are instructed using grade level / subject level core curriculum. English Language Learner GATE students are instructed using SDAIE strategies commensurate with their needs and abilities. Appropriate application of curriculum compacting ensures the developmental appropriateness to the needs, interests and abilities of gifted students.(C3:1a). Additional equipment, materials, and lessons are provided to enable GATE teachers to differentiate the core curriculum for advanced learners.

Universal themes are utilized as a starting point for students to learn inductive and deductive thinking. At the elementary level, grade level universal themes are utilized on a 3-year rotation. Teachers receive additional training and work together to develop thematic interdisciplinary units. At the secondary level, universal themes are chosen by teachers as appropriate to curricular needs and design. The differentiated curriculum is aligned with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition.(C3:1b).

**Current learning theory from gifted education researchers are the basis on which our instructional program is planned.(C3:1c).** All teachers use the following tools and instructional strategies as an integral part of their program for gifted students:

- **Depth-** Students learn to use thinking tools to move from the concrete to the abstract. Students examine language of the discipline, look for details, discover patterns and trends, identify unanswered questions, define rules, defend ethical principals and explain big ideas.
- **Complexity:** Students learn to make connections over time and within time periods. They identify relationships, and find associations between, within, and across disciplines. In studying the curriculum they practice using multiple perspectives and finding multiple solutions.
- **Novelty:** Students gain personal understanding and construct meaning through independent research projects.
- **Acceleration:** This is a component of GATE instruction which calls for altering the pace or speed of higher level learning and providing more sophisticated resources when appropriate.

**Additionally, teachers are responsible for utilizing the following researched techniques, learning tools and theories in developing a balanced differentiated curriculum where the expected outcomes are critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products:**

- **Content Imperatives:** Content imperatives challenge students to look for origins, points of convergence, parallels, contributions, and paradoxes within the core curriculum in order to develop their personal concept of “expertise”
- **Models of Instruction:** Teachers utilize multiple models of instruction in order to maximize learning for all students. This includes but is not limited to: Concept Attainment, Concept Development, Inductive & Deductive Reasoning, Direct Instruction, Independent Study, Group Investigation, and Synectics.
- **Multiple Intelligences:** Teachers incorporate multiple intelligence applications for the purpose of planning lessons to incorporate all learning styles
- **Socratic Questioning:** teachers assist students in developing acute questioning skills.
- **Think Like a Disciplinarian:** Teachers include training on looking at the core curriculum through the eyes of many disciplinarians. This adds complexity to the subject being taught, and also broadens the GATE students perspective on the possible career opportunities available.(EC 52212a1)(M4:1b).

In the social/emotional realm students develop the social skills associated with collaboration, cooperation and subtle nuances of appropriate social interaction. Training is offered on how to incorporate support for growth in the social emotional domain through the course of differentiation of the core curriculum.(EC 52212a1)(C4:1a).

**GATE Service options:** Special day classes are offered at the elementary level at one of four sites in the district to provide structured instruction for GATE elementary students with their mental peers while also offering the opportunity for GATE students to be actively integrated members of the school community. Transportation is provided by the district.(M3:2a). **GATE identified** students may elect to remain at their home school or in other specialized programs within the Garden Grove Unified School District. Training on Advanced Strategies or Depth and Complexity is offered to general education staff that may have gifted or high-end learners in their class. This is offered in order to better meet the learning needs of advanced learners or gifted students that declined placement into the GATE program. This opportunity for training is offered as what is known as the “spill-over effect”. Individual teachers may request specialized training from the

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GATE Program Facilitator in meeting the needs of an individual GATE student in their class. Secondary GATE students are placed in Advanced, Honors and AP classes as appropriate. The Freshman Advanced Curriculum Team (FACT), a GATE class for high achieving and at-risk gifted high school freshmen, is available at one high school. Other high schools are encouraged to begin their own innovative programs.

*GATE Students at any grade level with special needs which cannot be accommodated within the regular GATE program will receive GATE services within their respective classes, as appropriate.*

### **GATE FINE ARTS PROGRAMS (GRADES 4-12)**

The purpose of the GATE Fine Arts program is to offer students gifted in the arts the opportunity to develop proficiency in areas of interest through experiences not available in general education classrooms. Students are provided the opportunity to work with teacher experts in a wide variety of the Fine Arts disciplines. GATE Visual Arts classes are held after school for a maximum of 27 hours on a flexible schedule during the fall semester. Classes for ELEMENTARY GATE ART students include: Introduction to Art and Drawing and Painting. Classes for SECONDARY students may include: Advanced Photography, 3D Art, Realism and Watercolor, Linear Animation, Chalk Portraits, Collage Painting, Computer Graphics and ceramics. In these classes students independently conceive and create visual images that demonstrate technical skill. Students also develop the ability to select a media, while developing the confidence, sensitivity, and discipline to complete a work of art. Students are guided in the development of higher level thinking skills, including critical analysis, evaluation, and the ability to make aesthetic judgments. Additionally, students will enhance their ability to conceptualize, compose, and create individual works of art, and study historical, cultural, and biographical information components regarding any artistic style presented.

GATE Music rehearsals are held after school for a maximum of 30 hours on a flexible schedule during the Spring semester. Classes for ELEMENTARY students include Elementary Vocal Ensemble, and intermediate orchestra. Classes for SECONDARY students may include: Intermediate Vocal Ensemble, Intermediate Orchestra, High School Orchestra, High School Vocal Ensemble and Jazz Band.

Music students study historical, cultural, and biographical information components regarding any instrumental, and vocal, styles presented. Students perform demonstrations and develop ensemble skills such as technical accuracy, group expression and varied repertoire. Students also enhance their ability to perform individually and in ensembles through directed study with gifted directors and conductors.

## **SECTION 4: SOCIAL & EMOTIONAL DEVELOPMENT**

**How does your district establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development? (EC 52212a-1)**

The Garden Grove Unified School District recognizes experts in the field of gifted education who study the relationship between the social and emotional needs of gifted students and ultimate achievement. We recognize that gifted students have unique social and emotional needs, and as such, the affective needs of gifted students are an integral part of the program. The need for the interconnectedness of the intellectual, academic, and social-emotional components of gifted students continues to be a primary focus for our program. Teachers, parents, administrators, psychologists, and counselors are trained and knowledgeable regarding the social and emotional developmental uniqueness of gifted students and their related social and emotional development. **(M4:1a)**. They collaborate extensively with their colleagues including the site counselors, psychologists, nurses, administrators, and appropriate community personnel to develop techniques that support positive affective learning in their classrooms and to provide support for their social, emotional, and life skills development. This collaboration also provides for the development of intervention strategies of at-risk gifted students and subsequent intervention plans as appropriate. **(E1:2a)(C4:1a,b)(C4:2a)(E4:1b)(E4:2a)**.

At the elementary level, students are introduced to a program of time management and organization around which they develop the scholarly skills essential to maintaining organizational control of their studies. Scholarly behaviors are practiced in-depth at increasingly sophisticated levels each year. Practicing and supporting the following concepts is important to the social and emotional development of gifted students. Some of the scholarly behaviors that help in this

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regard are:

- ◆ Practicing academic humility: Scholars understand that there is always more to learn. Inviting and valuing the opinions of others will add another perspective to what they already know.
- ◆ Using many and varied perspectives: This concept helps students to “see through different eyes” in order to gain a more global view point on any given topic.
- ◆ Taking intellectual risks: Encouraging this component helps students to understand the value and purpose of taking a risk with an intellectual idea. Using synectics model of instruction helps students “think outside the box” and allows students to experience multiple ways of solving problems or viewing situations. It is also important to understand when this practice of taking “intellectual risks” is or is not appropriate. This is especially helpful with students having perfectionistic tendencies.
- ◆ Creating long and short term goals: Goal setting helps students realize that giftedness is not a guarantee of success. Students also begin to understand the nature of their own personal asynchronous development and appreciate individual differences.
- ◆ Developing Intellectual Perseverance: Students with limited experience with intellectually challenging situations need guidance in understanding the value and purpose of perseverance .

Students also receive opportunities within their school day to practice intrapersonal self talk and interpersonal skills related to their studies and social interactions. Learning that “failure” is a part of the growth process and learning to take advantage of the insights gained as a result of a failure in a safe environment helps give our students a healthier outlook on taking “intellectual risks”. Students learn the art of scholarly discussion, scholarly argumentation and scholarly debate. The social skills of compromise, negotiation, collaboration and leadership replace competition as the primary motivation for focusing on excellence. Dealing with the cognitive dissonance that results from grappling with complex concepts is an important factor in affording GATE students opportunities to work through intellectual uncertainties. This is a crucial factor for GATE students who often have a need to experience a healthy understanding of working through the anxieties of personal and intellectual growth. Professional Development in the area of the social-emotional needs of gifted students is conducted at GATE staff meetings, professional conferences and through literature purchased for teachers, principals, counselors, DAC (District Advisory Committee) parent members and psychologists that support this effort.

Inherent in the academic program is practice with thinking tools which reinforce behaviors and attitudes of a scholarly individual. Teachers, parents, administrators, counselors, and school psychologists are provided with information and opportunities for training regarding characteristics of gifted learners and their related social and emotional implications. Through school site programs, gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths.(M4:1b). Students with more acute focus needing additional guidance can make an appointment with the GATE office to discuss their unique strengths and needs.

Information, guidance and support appropriate to the social and emotional needs of gifted students are provided to parents and or teachers by trained personnel and referral services to community resources are made when appropriate.(M4:2d). 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.(E4:a).

At-risk gifted students are identified, monitored and provided support. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel if appropriate interventions in the classroom are not effective. Psychologists, counselors and administrators make referrals to appropriate support personnel and outside agencies when needed. Gifted students considered at-risk receive support services as needed and are not dropped from gifted programs because of related problems.(M4:2a,b,c,d).

At-risk gifted students are provided with specific support and guidance services that address the related issues and problems, and include development of an intervention plan whenever appropriate.(E4:a).

*Students who qualify as “twice exceptional” (both gifted and learning handicapped) will be served in the most appropriate learning environment in order to maximize student success. This is also true of a gifted child who is not designated with a handicapping condition but who has demonstrated that a general education placement is more appropriate in meeting a student’s academic or social/emotional needs.*

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**SECTION 5: PROFESSIONAL DEVELOPMENT**

**How does your LEA 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)]**

The Garden Grove Unified School District has been and continues to be a strong supporter of Gifted Education and holds a basic belief that ongoing Professional Development commensurate with an employees' roles and responsibilities is essential. Professional development for the GATE program is multifaceted and involves many levels of proficiency. **(C5:1 a)**. The GATE office is responsible for the implementation and organizational aspect of each area of training once training needs have been determined through the assessment process. **(M5:1b)**. The GATE Program Facilitator/Specialist is a specialist in gifted education with demonstrated experience and knowledge in the field. **(M5:2b)(E5:2b)**. The GATE Program Facilitator /Specialist, and recognized expert GATE teachers, conduct inservices and provide support for GATE teachers. **(M5:1c)**. A professional development evaluation is conducted to determine the effectiveness of programming support in order to provide guidance for future staff development. **(M5:1b)**. The GGUSD GATE department qualifies teachers to teach gifted students through multiple measures. The prospective candidate new to the district, is interviewed first by the Personnel Office using a series of questions focusing on classroom management, differentiation of the core curriculum, instructional strategies, working with parents, assessment of individual student needs and working with multicultural students. Both new and experienced teachers then participate in a formal interview with the GATE Program Facilitator/Specialist and school principals familiar with the GATE program needs. This interview helps to determine the candidate most appropriate for the GATE assignment. If the teacher is selected for a position as a GATE teacher, there is a GATE professional development program in place which supports teachers at all levels of proficiency in the areas of curriculum, instruction, and the social emotional development of GATE students. **(C5:1c)(E5:2a)**. These programs will be correlated with defined competencies for teachers of the gifted. **(M5:1a)**. The district professional development process does now and will continue to accommodate different levels of teacher competency as the professional development competency process is more fully developed in alignment with the California Standards for the Teaching Profession. **(E5:1a)**.

There are a number of opportunities in place for teachers, administrators, and adjunct personnel working with GATE students to have access to information necessary to assist GATE students. One on one in-depth training is given to incoming principals at all Elementary GATE sites and the same training is offered to secondary principals as well. Close communication is maintained between the GATE Program Facilitator on the professional development needs of the GATE teaching staff, in order to maintain a cohesive, well-coordinated program. **(M5:2a,c,d)**.

**A. General Teacher Workshops**

In order to familiarize all teachers with issues relevant to gifted students, a workshop on Characteristics of the Gifted - What to Look For is presented each fall by the GATE Program Facilitator or expert GATE teachers. All teachers are invited to attend. This information is also presented at the district-wide "New Teacher" workshops at the beginning of each school year. These workshops are offered through BTSA at the Elementary and Secondary Levels. All teachers receive Observation Guides to assist teachers in identifying behavioral characteristics, intellectual characteristics, and "special needs" considerations. The method of disseminating this information maintains alignment with the California Standards for the Teaching Profession.

**B. GATE Testing/Workshop for Teachers Administering GATE Test**

Several substitute teachers are hired to test referred students in the district's 47 elementary schools. These teachers receive a full day of training on OLSAT test administration and strategies for working with students who will take the test. Regular GATE teachers are hired to administer this test, and counselors administering this test will also receive this training. Debriefing at the completion of testing takes place with the teachers administering the test, in order to refine the process of assessment.

**C. New GATE Teachers:** The District encourages GATE teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. **(C5:1a)**. The district has a process to qualify teachers to teach gifted students. This process is ongoing so that teachers develop increasingly sophisticated levels of expertise in the field. Teachers new to the GGUSD GATE program will receive the following basic professional development opportunities.

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<ul style="list-style-type: none"> <li>• “Characteristics of the Gifted Student”</li> </ul>	<ul style="list-style-type: none"> <li>• “Social Emotional Needs of the Gifted”</li> </ul>
<ul style="list-style-type: none"> <li>• “Strategies for Interdisciplinary Instruction”</li> </ul>	<ul style="list-style-type: none"> <li>• “Differentiating the Core Curriculum for Advanced Learners”</li> </ul>
<ul style="list-style-type: none"> <li>• “Jr. Great Books Training” (All teachers of Language Arts in grades 2-8 receive this training from Publisher trainers before implementing this supplementary literature program. Junior Great Book Training occurs each fall. (Training may also be offered to Intermediate History teachers in order to build expertise in the inquiry discussion analysis of primary source documents.)</li> </ul>	

**D. New GATE Teacher Collegial Partner Program:**

New teachers, teaching GATE two years or less, will also be assigned a GATE Teacher Collegial Partner to assist them with the implementation of the curricular program and in addressing the social/emotional needs of the gifted. The majority of this training will be on release time. Additional training will be conducted by the GATE Program Facilitator during after school workshops, staff meetings, or on release time. A needs assessment will be conducted at the first meeting of the school year and additional site level workshops will be arranged. New teachers will be offered Rookie Rap meetings where additional professional support is given for their first three years as a GATE teacher. (C5:2a).

**E. Experienced GATE Teachers:**

- Yearly evaluations of students, parents, teachers, and administrators are analyzed in the development of Professional Development for the year. The GATE Program Facilitator utilizes the evaluation information in helping to design a professional development plan of action. At monthly staff meetings, teachers receive mini-inservices on integrating advanced differentiation strategies or specific issues in the area of social/emotional needs of gifted students. In June of each year, every GATE teacher submits a self evaluation form which helps to identify strengths and weaknesses in strategy development. This form is submitted along with lesson plans in each of the four major content areas. Teachers also submit information regarding collaborative practices with other GATE teachers. Collegial support is encouraged as an informal method of curricular planning and training.
- Follow-up inservices for classroom support are provided. This includes subject specific areas to assist teachers as they increase their proficiency in *differentiating the core curriculum* for advanced learners. (E5:2c). Teachers work as teams to *integrate curriculum across disciplines* and to study ways to meet the social/emotional needs of the gifted. GATE site principals receive training on what to look for in an effort to support and guide differentiated instruction and for the purpose of requesting follow-up support for GATE instruction. (C5:2a). Support personnel with expertise in meeting the needs of gifted learners are utilized to support the GATE program. (E5:2d).

**F. GATE Fine Arts Teachers**

Gate Fine Arts Teachers attend district and county art workshops, as well as state conferences, to familiarize themselves with new “cutting edge” methods of visual and performing arts education. A needs assessment for fine arts will be conducted and additional site workshops are arranged.

**G. GATE Support Personnel:**

Principals, Psychologists, Counselors and other support personnel are offered opportunities to attend conferences and workshops on Gifted Education related specifically to their roles and responsibilities in the GATE program. Books and resource materials related specifically to their roles and responsibilities in Gifted Education are also provided for support personnel on an as needed basis. Professional Development is also provided by the GATE Program Facilitator/Specialist through individual meetings for the respective groups that support the GATE program.

**H. Parents and Community:**

Parents support the GATE program as a part of the District GATE Advisory Committee, School Site Groups, and volunteers in the classrooms. Parent training opportunities are made available by the GATE office through multiple resources based on an annual parent needs survey which is analyzed and prioritized by the DAC. Sample trainings provided focus on characteristics of gifted children, perfectionism, stress and the gifted child, and understanding of differentiated instruction. Parents also have access to this information through parent meetings presented by, individual classroom teachers, the GATE Parent Advocates of Orange County (GPAOC), Orange County Council for Gifted and Talented (OCC GATE), and information provided through our office to the Garden Grove Boys and Girls Club’s community lending library.

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### **I. Professional Development Conferences**

Attendance at institutes and conferences such as the CAG Conference, CAG Regional Teacher Training Institutes, Orange County Council for GATE Annual Conference, USC GATE summer Training Institutes and subject specific conferences for advanced learning, or Advanced Placement, is also encouraged and supported, as funds permit.

All staff development is provided by consultants, GATE Program Facilitator/Specialist, and highly trained “expert” GATE teachers who attend conferences and seminars throughout the year to receive information updates and develop expertise. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.(E5:2d).

To enhance the relevance and reinforce staff development training, all elementary GATE teachers receive a copy of Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities, published by The California Department of Education & the California Association for the Gifted. At the secondary level, a copy of this document will be given to each principal. A copy of this document is also available for any secondary teacher who requests a personal copy. All Elementary GATE Teachers and Principals are given a copy of Meeting the Challenge : A Guidebook for Teaching Gifted Students, a CAG publication which offers a wide range of support in understanding the GATE child and program.

## **SECTION 6: PARENT AND COMMUNITY INVOLVEMENT**

**How does your LEA provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of your program for gifted students? [EC 52205 (f)]**

The Garden Grove Unified School District is highly supportive and proud of its program for gifted students. We recognize that parent and community participation is a vital component of effectively addressing the needs of our students. Open communication with parents and the community is an important element of the GATE program that engenders a two-way dialogue and the development of a strong support system. Translation is provided as needed in both written and oral form as prescribed by the state. Parents are informed of the district’s criteria and procedures for identifying gifted and talented students as a part of parent - teacher conferences on an individual basis as appropriate. Parents also receive this information as a standard part of the reporting procedures for GATE testing.(M6:1a ).

Parents of students who qualify for the GATE program are invited to a parent orientation meeting. At that time, parents are introduced to the philosophy of the program, the research that underscores this philosophy, and are given a description of how the program is implemented and how they will receive information regarding updates.(C6:1a) Parents have the opportunity at that time to meet with GATE teachers and parents involved in the District GATE Parent Advisory Committee to begin to ask questions about their specific concerns for their children. The same orientation is presented concurrently by three separate GATE trainers in the district’s three dominant languages of English, Spanish and Vietnamese.

Parents are given the necessary information to access resources and organizations specializing in the educational and social-emotional needs of gifted students. Parents are also given a list of books, journals, local organizations and web sites that specialize in a wide variety of specific concerns in the field of Gifted Education. These resources contain current research and literature specific to gifted education. One of our community organizations, the Boys and Girls Club of Garden Grove, supports our effort to give access to all parents on issues effecting gifted students by hosting a variety of books on issues of gifted students in their community library. These books can be checked out by our parents in the community directly from the Boys and Girls Club.(C6:2c).

Parents are also given information regarding state, county and community organizations that can furnish them with additional information and opportunities related to gifted students. Relevant materials from outside sources and programs are either sent home with the students or available from the counselors’ offices.(C6:1a). Opportunities are made available on an ongoing basis for parents to attend local, reasonably priced or free informational presentations given by some of the country’s leading authorities on Gifted Education. Presenters have included: Maureen Niehardt, Sandra Kaplan, Judy Roseberry, Sharon Lind and Sylvia Rimm. Parents are also provided with opportunities to attend informational evenings through Gate Parent Advocates of Orange County (GPAOC) on topics such as summer activities and programs for gifted students, college night, gifted boys, gifted girls, “twice exceptional” students and individual concerns associated with other unique needs of gifted students.(M6:2b)(C6:2d)

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Gifted students produce many products and achieve in a variety of ways. Their accomplishments are shared with parents as often as possible in the form of shows, plays, teas, presentations, art expos, and musical performances etc. These events may take place in the classroom, at school site events, at the district and county levels, and at community events. Parents are encouraged to participate in many of the support activities that help bring our presentations to fruition. **(C6:1b)**

Many GATE parents and community members have donated equipment, time and resources that help support the GATE program.

Parents of GATE students voluntarily participate in classrooms and other school site activities. In the Fine Arts programs, parents also volunteer many hours in after school classes and provide transportation to and from performances.

The Garden Grove Unified School District also has a GATE Advisory Committee consisting of the following members:

- One parent representative from each of the four elementary special day sites
- One parent representative from each secondary site
- One elementary GATE teacher
- One secondary GATE teacher
- District GATE Program Facilitator / Specialist

This Advisory Committee meets at least bimonthly during the year.**(M6:2a)(C6:2b)** Meetings are open to interested parents, teachers, and administrators. This committee assists with the overall planning, parent education, teacher recognition and program evaluation process. Representation from all groups have been sustained over time. Efforts are made to ensure representation for all populations on this committee whenever there is a need..**(M6:2c)** Translators are also provided on an as-needed basis.**(E6:2a)**

The Advisory Committee is informed of all GATE program activities and current research from a local, county, state, and national perspective. Input regarding clarifying, evaluating, and implementation of the Garden Grove GATE program is welcomed and considered.

Parents are also actively encouraged to become involved in their local GATE site level programs. They are encouraged to share the results of the DAC meetings with their school site administrators. DAC parents are the liaison between the community and district and with that in mind, they offer input and possible issues, communication or training that is needed for the GATE community. The District GATE parent advisory committee participates in writing the state plan.**(E6:1a)** A parent member of the GATE advisory committee cosigns the district's state application.**(C6:2a)** This plan is available to parents and the community upon request.**(M6:1b)** The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.**(E6:1b)** GATE parents are involved in the ongoing planning and evaluation of the GATE program through the District GATE Advisory Committee and the yearly parent evaluation forms.**(M6:1c)**

Garden Grove GATE parents have served as Representatives to the California Association for the Gifted (CAG) Board of Directors. Many of our parents are members of the GATE Parent Advocates of Orange County (GPAOC) and / or participate in their parent training opportunities. Many parents have served as volunteers at the Annual CAG conference when held locally.

Local parent education and informational meetings, sponsored by the Parent Committee are scheduled each year based on the recommendations of the committee. Community assistance is sought at these times for support of the GATE program. **(C6:2e)**

## SECTION 7: PROGRAM ASSESSMENT

### **A. Proposed Program Assessment:**

**How does your LEA establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state standards)? How are the results of the data collected, including standardized tests, used to assess the value and impact of the services provided to improve both the program and gifted student performance? [EC 52212(a)(1)]**

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The GATE program in the Garden Grove Unified School District was started in 1961 by Jeanne Delp. Jeanne was instrumental in bringing a “research-based focus” as the foundation of our program through her affiliations and work with the leading experts in GATE education at the time, including experts such as Louis Terman. The tradition of keeping our practices current with research in the field continues.

Many of our GATE teachers play a major role in the summer institute training out of USC. This project helps to keep our philosophy, teaching practices, and evaluation methods current and parallel to research in the field. We are able to conduct regular and systematic formative and summative assessments through this affiliation. Criterion referenced tests, questionnaires and performance based assessment are also used. Evaluations stemming from the Javits projects have been conducted by consultants of the project and assist us in maintaining an awareness of our program needs.(M7:1a,b,c)(C7:1a,d).

Additionally, our GATE Scope and Sequence for curriculum differentiation provides the structure for a discrete assessment tool by grade level. Teachers self-evaluate their own Professional Development needs and provide evidence of implementation expertise in the form of increasingly sophisticated differentiated lesson plans on an annual basis. A criterion referenced rubric is also used for this self evaluation process. The rubric is also available for use by principals at each GATE site.(C7:1c).

Students have the opportunity to use individual Independent Study projects planning guides which also provide a rubric as a basis for self monitoring progress on areas of special interest to the GATE student. Students are allowed to chart their own course using a critical study guide and evaluate their products on rubrics.

The Garden Grove Unified School District allocates time, financial support and personnel to ensure that all GATE community members are familiar with, understand, and support the program.(C7:1f)(E7:1c). The GATE program is evaluated annually by the district’s Evaluation and Research Department. Surveys are sent to students, parents, teachers, and administrators involved in the GATE program. A program assessment report is then prepared and presented to the Superintendent and GATE department each June. This assessment report includes both strengths and weaknesses of the program.(E7:1b). The GATE department also receives the returned evaluation forms and uses all assessment information to guide program improvement.

This information is utilized by the department to determine what program modifications are necessary. Recent program modifications include:

- Development of a Scope and Sequence for K-6 Program Instruction
- Development and expansion of the program at the secondary level.
- A self evaluation program for teachers with evidence in the form of annual increasingly complex differentiated lesson plans
- Modification of our alternative identification methods and services for under-represented populations.
- Creation of a rookie support group and professional development model.

The 33 Elementary GATE teachers meet monthly. At the end of each academic year a needs assessment for the year is conducted utilizing the evaluation report and input from each of the staff members.

**There is a wide variety of evidence that is considered when determining the needs of our gifted and talented students. The following is a list of the criteria considered:**

1. The yearly evaluation procedures from the District’s Evaluation and Research Department are an integral part of the information gathering process for determining the needs of the gifted and talented population for the following school year. In this evaluation teachers, students, parents and administrators are asked for evaluative and substantive information about the overall GATE program K-12. Results of the program assessment are presented to the local Board of Education and are accessible to all constituencies of the program.(C7:1e)
2. In all academic and fine arts programs, teacher, peer and self evaluation are continuous and ongoing. Student needs in all of the GATE program elements are assessed regularly by their GATE teachers using strategies such as teacher designed pretests, standardized tests, writing samples, portfolio assessment, student interview, and examination of records. Progress is monitored on an ongoing basis.(E7:1a)
3. Evaluation of standardized test scores relative to the California grade level content standards assessment is considered in determining areas of strength and weakness relative to basic skills and California grade level standards.

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Scores are disaggregated from school site scores and include disaggregation relative to Language Proficiency. These disaggregated scores are shared with each school site in order to ascertain the level of proficiency of our GATE students. Additionally, we will begin a more detailed disaggregation of scores. The percentage of proficient and advanced at each school site will be shared in order to measure growth from the proficient band into the advanced band. This will be another means of analyzing what already tends to be a high scoring population.

4. The District GATE Advisory Committee, comprised of parents from each school site (K-12), address needs and concerns brought forth by committee members who represent the views of parents from their respective schools.
5. A yearly review of the alternative assessment process will be implemented, in order to refine the procedures and the assessment itself. This will be accomplished through a meeting with the GATE Program Facilitator and the Alternative Assessment Tester. The ultimate goal will be to find and serve the under-represented populations in our GATE program.
6. Information shared at meetings of professional organizations such as Orange County Council for Gifted and Talented Education, California Association for the Gifted, Gate Parent Advocated of Orange County is considered when making program modifications.
7. Teacher recommendations for materials, training and equipment in support of a richly differentiated interdisciplinary curricular program is given consideration.
8. District Designated Instruction and Services personnel such as school psychologists and speech therapists are consulted whenever appropriate.
9. Fine Arts is an often overlooked curricular area in the public schools. Garden Grove's philosophy has always maintained the importance of the program as an important part of a balanced curricular program. One method of assessing the success of our Fine Arts program is in seeking and serving a strong percentage of gifted artists in both the visual and performing arts. Portfolio and performance assessment in the fine arts program is continuous and ongoing. Opportunities for auditions for "chair positions" and "solo chorales" in music classes offer peer and self evaluation. In art classes, selection of art pieces for entry into art exhibits offers this same evaluation opportunity.
10. The scope and sequence for the GATE program at the elementary level clearly describes the types of differentiation strategies to be utilized at each grade level. Key instructional strategies to promote higher level thinking are identified in increasingly sophisticated levels. Over the next three years, the Intermediate schools will be the focus for establishing a similar scope and sequence for GATE classes. (C7:1b,c)
11. Current research is studied to ensure that the program is aligned with current trends in the field of gifted education. This along with the results of staff end of the year needs assessment results drive the focus for staff development for the upcoming school year.

Secondary teachers meet on a regular basis to network and provide support for each other in subject area groups. Some of the teachers take an active role in the development of strategies through participation in the USC Javits project, the California Association for the Gifted (CAG) institutes, and conferences for GATE students or Advanced placement seminars.

The GATE Program Facilitator/Specialist, working with the GATE teaching staff and school site administrators, facilitate necessary modifications to the programs. In addition, the Elementary and Intermediate programs have been, and will continue to be, involved in GATE Summer Training Institutes, through the University of Southern California and California Association for the Gifted (CAG).

## **B: PROGRAM ASSESSMENT RESULTS:(Renewal Applications) (E7:1b,c)**

### **• Success Indicators**

Garden Grove's GATE program has developed a reputation of excellence through the district's commitment to serve the needs of its gifted population. This commitment combined with targeted professional development, and a community of professionals who are motivated by the desire to meet the needs of all gifted students, has resulted in a strong successful GATE program. GGUSD is committed to the use and analysis of data to set goals and support with evidence progress attained. The following are data driven points of measured growth.

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• **Disaggregated CST Data**

**Elementary** - Upon analysis of the CST - ELA (California Standards Test-English Language Arts) data , 97% of elementary GATE students were in the proficient to advanced band. The CST - Math results demonstrated similar results with 99% of students falling within the proficient to advanced bands.

**Secondary** -Similarly, in Secondary 7-11, the students averaged at 94% of the students falling within the proficient to advanced bands.

	CST-ELA Percent in Advanced Performance Bands						3 Year Profile Grades 2-11			
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2002	70	56	68	43	44	53	56	53	59	59
2004	73	49	85	75	67	71	62	66	67	47
% change	+3	-7	+17	+32	+23	+18	+6	+13	+8	-12

The resulting analysis of the CST - ELA performance over a 3 year period demonstrated that most grades made very strong growth in the movement of the percentage of GATE students scoring within the advanced band range.

• **GGUSD Evaluation and Research Department Data [(M7:1b) (C7:1b-e) (E7:1a)]**

The yearly evaluation procedures from the District’s Evaluation and Research Department are an integral part of the information gathering process for determining the needs of the gifted and talented population for the following school year. In this evaluation teachers, students, parents and administrators are asked for evaluative and substantive information about the overall GATE program K-12. All questions on the survey are formulated as a result of levels of performance expected as delineated in the GGUSD GATE Scope and Sequence. Results of the program assessment in the form of a bound report are presented to the local Board of Education and are accessible to all constituencies of the program.(C7:1e).

**Parent/Student Survey** - The elementary parent and student survey tend to match as they indicated the high level of satisfaction with nearly all answers to program questions ranging within strongly agree to agree. The cumulative totals for said range was in the 90%. As the parent surveys moved into secondary, the parent responses within the strongly agree to agree bands dropped in percentages. In Intermediate schools the percentage of parents responding at strongly agree to agree was in the 70-80% range and in high school it dropped to the 70% range. This fluctuation in parental satisfaction could be explained as the traditional drop off of parent involvement due to the tendency of parents to have less contact and communication with the school. At both secondary levels, students satisfaction with the program remained very high with most scores ranging in the 90%’s in the cumulative totals of strongly agrees to agree bands.

**Teacher/Administrator Survey** - Both teacher and administrator surveys over the past three years have indicated a high level of satisfaction in both the level of implementation of depth and complexity into the core curriculum and the amount and quality of staff development provided by the GATE office. All recommendations for future staff development have been given top priority in the development of the upcoming academic year’s staff development opportunities.

• **Fine Arts Data (C7:1f)**

The following chart demonstrates the number of students served by the GATE Fine Arts program. This program serves the needs of gifted visual artists and musicians. The strength of our program is in the number of students served in a time where the Arts seems to be diminishing in focus across the nation. The Fine Arts provides much needed artistic expression, which in turn supports the social emotional needs of many of our gifted artists. Despite this strength, further training is needed in the area of visual arts, as there has been a drop in the numbers of students applying to GATE visual arts. With the strong focus on academic standards, the amount of teacher training spent on visual arts has dropped. In conjunction with the Fine Arts Program Facilitator and the GATE office, training in visual arts will be provided at Elementary GATE staff meetings.

GGUSD Fine Arts Participation			
	2002-2003	2003-2004	2004-2005
Elementary Art Students	116	81	70
Secondary Art Students	84	74	89
Instrumental/Vocal Music	179	187	197
Total Students	379	342	356

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DISTRICT CODE**B. PROGRAM ASSESSMENT RESULTS : Needs Analysis and Resulting Action Plan**• ***Disaggregated CST Data (E7:1b,c)***

While the CST data demonstrates strong performance in the CST exam, the high percentages make goal setting for increased performance and goal setting difficult. In order to more accurately analyze and assess program strength and growth, the elementary GATE teachers will receive further disaggregated information at the beginning of each academic year. As a staff we will analyze the growth of GATE students over time, from the proficient band into the advanced band. Together, as a staff, we will make necessary adjustments to our program, in order to continue to maintain a high level of excellence within our student population.

• ***Under-represented Population Data (M7:1a,c)(C7:1a)***

GGUSD has maintained a commitment to find and serve the needs of the Hispanic gifted community. While this commitment has remained true, the data supports the need for readdressing and refining the procedure in place for identifying the students and in turn encouraging their enrollment in the program. Over the past 3 years, the GATE enrolled Hispanic population has remained at a steady 14%, while the current district percentage of Hispanic students has climbed to 53%. The following steps will be placed into action in order to better serve this population.

1. The procedures for Alternative Assessment will be refined through a collaborative effort involving the GATE Program Facilitator and the Alternative Assessment specialist.
2. In order to bypass possible bias in the referral process, a pilot program for targeting Hispanic students will be enacted in the fall of 2005. This referral process will be reevaluated yearly by the GATE office and the Office of K-6 Instructional Services, in order to maximize its potential effectiveness. Utilizing the results of the Spring CST - Math and ELA scores, all Hispanic Redesignated Fluent English Proficient (RFEP) students will be referred for spring GATE testing. These students will automatically be referred as a result of strong scores despite their limited English background. This test group will also be included in the Alternative Assessment (Interview/Portfolio) review process.
3. The rate for parental decline of their child to participate in the GATE program is much higher in the Latino community as compared to any other ethnic group. For this reason, the GATE office will make one on one contact with the Latino parents who decline participation to ensure clear understanding of what this program has to offer their child. Parents who decline will be offered program participation in subsequent years should they change their mind.

**SECTION 8: BUDGET**

**How does your district formulate budgets which ensure an articulated program for gifted learners that meets or exceeds the state standards for gifted education? (EC 52209, 52212a-1,2,3)(C8:1b,c)**

The district GATE budget is directly related to the GATE program objectives with appropriate allocations. Expenditures of State GATE funds supplement, not supplant, district funds spent on behalf of gifted learners. There is a budget allocation for district GATE coordination by a single individual on a full time basis. Carry-over monies are minimal and maintained within the district GATE accounts. Indirect costs do not exceed state limitations.(M8:1a)

GATE funds and /or funding sources are used to address the following:

- ◆ **Professional Development** for GATE teachers, psychologists, counselors, and administrators who work with the GATE office to provide service to our gifted population.
- ◆ **Direct Student Services Materials & Equipment**: including supplies and books specific to the needs of the gifted student.

1. **Elementary School:(4 sites)** Beginning September 2005, there will be a total of 33 self-contained GATE classes in the GGUSD that are housed on four elementary sites. Transportation is provided for all students who qualify for the GATE program and choose to participate. Professional development to enhance interdisciplinary, richly differentiated instruction for advanced learners is a prerequisite component to purchases that will support instruction for GATE students.

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2. **Intermediate Schools:(10 sites)** The focus for intermediate school GATE funding is on professional development for teachers. Professional development to enhance interdisciplinary, richly differentiated instruction for advanced learners is a prerequisite component to purchases that will support instruction for GATE students.
  3. **High Schools: (7 sites)** Every high school has the opportunity to submit a mini-grant application each year for GATE funding. High schools request funding for professional development, programs, activities, equipment, books and materials that support GATE students. These mini-grant applications ensure that schools are responsible for appropriate uses of GATE funding for AP classes, Honors classes, and other academic teams or groups in which identified GATE students participate. Funding will not supplant resources normally funded by the school site budget. This method of allocating funding also allows for flexibility in funding apportionment from year to year to support schools who need major funding allocations to start or enhance creative programs for GATE students.
  4. **GATE Fine Arts:** Funds are allocated each year to support GATE Fine Arts Programs in Grades 4-12. Students are given the opportunity to develop proficiency in areas of interest through experiences not available in regular classrooms. The program also provides students the opportunity to work with teacher experts in a wide variety of the art disciplines. Art Courses may include: Introduction to Art, Drawing/Painting, Advanced Photography, Linear Animation, Chalk Portraits, Sculpting, Computer Graphics, and Collage Painting. Music Courses may include: Elementary Vocal Ensemble, Intermediate Vocal Ensemble, Intermediate Orchestra, High School Orchestra, High School Honor Choir and Jazz Band.
  5. **Transportation:** Transportation is provided for students to get to and from school for the self-contained elementary classes, to performances and exhibitions for the GATE Art and Music programs, and also for appropriate field trips which are directly connected to AP/ Honors / or GATE curriculum.
- ◆ **District Level Coordination:** The Garden Grove Unified School District's enrollment is nearly 50,000 students at 67 school sites. Forty-nine percent of our students are English learners, with Vietnamese and Spanish being the predominant languages. There are a total of 66 languages overall. Sixty percent of our students qualify for free and reduced lunch. A full time GATE Program Facilitator/Specialist is employed to oversee the GATE program K-12. **(C8:1a)(M8:1c)**. A full time secretary and part time clerk are also employed to keep the Garden Grove Unified School District GATE program operating efficiently. Expenditures of State GATE funds supplement and do not supplant district funds spent for gifted learners. **(M8:1b)**. Carry-over monies are maintained within the district GATE accounts. **(M8:1d)** Indirect costs do not exceed state limitations. **(M8:1e)**. 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. **(E8:1a)**.
  - ◆ **GATE Student Identification Process:** GATE funds are also allocated to provide for costs related to testing materials, evaluation, testing proctors, and home / school / district communications.

See attached budget pages.