



LOS ANGELES UNIFIED SCHOOL DISTRICT

Specially Funded Programs Division — Office of Student Integration Services

Gifted/Talented Programs

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GIFTED AND TALENTED EDUCATION

STATE APPLICATION

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Mission Statement: The teachers, administrators and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

PROGRAM NARRATIVE

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

The Los Angeles School District instructional programs for gifted and talented students are based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and needs, and that students have learning opportunities that help develop their abilities to the highest level. Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum. The District's philosophy is supported by current research and legislation and therefore includes:

- Identification and program services in a variety of areas of giftedness.
- Program services for special groups within the gifted population such as accelerated learners and underachieving gifted.
- Special efforts to ensure that low-income students, English learners, African American, Hispanic, and Native American students are provided equitable opportunities for access to program services, as per Board Initiative, April 8, 2003.
- Support for continuous educational progress based on modifications to the core curriculum, principles of differentiation and proactive use of supplemental instructional materials and strategies that extend the core curriculum.

1-1 The plan for the District program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. The Los Angeles Unified School District program design includes provision for intellectual development that meets and exceeds state academic content standards. Decisions about the District plan are based on assessments of student interests, needs, abilities, and current research, content standards, available community resources, categories of identification to be served and analysis of disaggregated data. Schools submit a Written Plan which includes a differentiated intellectual component that meets and exceeds the state academic content standards. Each local school classroom plan includes specific differentiated content utilizing acceleration, depth, complexity and novelty.</p> <p>b. The District coordinator and local district representatives regularly consult with and review professional literature and research of recognized experts in the field. The plan is reviewed and approved in accordance with state requirements. The educational and experiential background of the district coordinator provides in-depth knowledge through ongoing use of the work of current experts in the field, i.e., Joyce Van Tassel-Baska, Sylvia Rimm, Susan Winebrenner, Carol Ann Tomlinson, Diane Paynter, Donna Ford, Karen Rogers, Sandra Kaplan, Paul Slocumb, James DeLisle, Pat Wolfe, Roger Taylor, James Webb, Diane Watanabe and Richard Sjolseth.</p> <p>c. Each local school aligns the school plan to make use of available resources such as local businesses, libraries, colleges and universities, museums, historic areas, family and community.</p> <p>d. Local districts meet with designated parent representatives from each school to plan parent professional development to share promising practices, promote parent advocacy, train leadership teams, plan local district events, evaluate programs, and learn about District highlights. The parent meetings focus on a discussion of program issues, legislation, proposed legislation, community and summer outreach programs, local school enrichment programs, and educational presentations from experts.</p>	<p>a. The District plan is addressed in memorandum, bulletins, reference guides, brochures, newsletters, workshops, and website <www.lausd.k12.ca.us/lausd/offices/GATE>.</p> <p>b. Most of the District's identified gifted students participate in programs at the neighborhood local community school. There are several program options available Districtwide that are designed to provide a differentiated curriculum so that students attain optimal levels of learning.</p> <p>c. Each local school is required to have a parent representative. The local school provides three informational parent meetings.</p>	<p>a. The District plan includes identification in the categories of intellectual, high achievement, specific academic ability, visual and performing arts, and (creative and leadership abilities are dual identification areas as expressed through the disciplines).</p> <p>b. Curriculum experiences for gifted learners are planned, implemented, and evaluated in order to maximize student potential. Goals and objectives are determined at the local school by administrators, teachers, parents, and students by means of needs assessments, analysis of data, and student products.</p> <p>c. Each local school has a designated coordinator who forms the Screening Committee to provide referral and identification and program assessment services.</p> <p>d. The District coordinator meets monthly with the local district specialists to provide tactical support.</p>

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

1-2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. The District provides options for administrative groupings and structures appropriate for gifted education. In addition, students may apply to attend Gifted/High Ability or Highly Gifted magnet centers, or schools that feature special day classes such as Schools for Advanced Studies Demonstration Sites, and regular community schools that feature cluster groups.</p> <p>b. (b & c)—Local schools provide instruction and services that are an integral part of the school day in the various subject areas. The practice acknowledges that students have specific instructional needs that must be addressed regularly.</p> <p>d. Teachers use flexible grouping to promote continuous instructional progress to address diverse student needs and abilities, i.e., Junior Great Books, Hands-On Equations, algebra in grades 6 and 7; Math Olympiad, Johns Hopkins CTY; tiered assignments in literature, math, science, and multi-graded classes. Emphasis is placed on developing positive, collaborative peer interactions to promote achievement.</p> <p>e. The District serves students not formally identified by funding the Primary Screening Programs at selected schools for students in grades K–3; the Able Underachieving Students from Diverse Backgrounds Screening Program in grades 3–12; the Schools for Advanced Studies in grades 1–12; and the regular magnet centers in grades K–12.</p>	<p>a. The programs are varied to permit a range of administrative grouping options at elementary and secondary levels. Los Angeles Unified School District, Gifted and Talented Education Program is a decentralized program in eight local districts. It is conducted in 750 regular community schools, 159 regular magnet schools—36 of the magnet centers are designated Gifted/High Ability Magnet Centers and five are Highly Gifted Magnet Centers (each magnet center has a gifted program).</p> <p>The District coordinator works with the eight local districts to provide technical assistance and delineate District policy, plan professional development, and conduct evaluation.</p> <p>b. Since the last state application, Los Angeles Unified School District has increased the number of Schools for Advanced Studies (SAS) Demonstration Sites in 162 regular community schools. Four of the SAS schools contain strands of highly gifted students. Advanced Placement courses are conducted in each of the District’s senior high schools.</p>	<p>a. The program is based on current research which shows that cognitive structures do not operate in isolation. Emphasis is on creating environments for highly diverse learners that give attention to the relationship among social and emotional needs, cognitive needs, self-concept and student achievement. Gifted/Talented Programs will implement Culturally Responsive and Relevant Education to increase achievement among highly diverse learners.</p> <p>b. The local school <u>clusters</u> students in one of the following models to ensure maximum opportunities for <u>peer interaction in flexible learning groups</u>. Listed below are a few examples of the administrative groupings and clustering models:</p> <p>Model 1: Team-Taught Cluster—Consists of two or more teachers working as a team with flexible grouping, regrouping strategies in core subjects math, social studies, language arts, and science. Schools offering a program for students in visual and performing arts would offer advanced-level experiences.</p> <p>Model 2: Full Day—Consists of clusters in elementary school (class period in middle or senior high school, usually designated as Honors or Advanced Placement) and are composed of (1) identified gifted students, (2) students who are being screened for recommendation, (3) students who are recommended for continued screening and advanced instruction.</p> <p>Model 3: Self-Contained—Consists of all identified gifted students with an emphasis on acceleration and a continuous progress that is appropriate to individual needs, i.e., highly gifted or individualized honors programs.</p> <p>Model 4: Alternative Program Model—Some schools have unique circumstances or requirements and cannot meet the clustering options that are defined in the first three models. These schools may describe an alternative clustering model that addresses their unique needs. (<u>The clustering model is subject to approval by the Local District.</u>)</p>

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

1-3 The program is articulated with the general education programs.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. The program is articulated with the general education program, special education, and language acquisition for EL and SEL students by making available professional development to teachers, administrators, counselors, and parents. The District coordinator meets monthly with the local district specialists who are also BTSA program coordinators. Thus, all new teachers are trained in instructional strategies and resources appropriate for gifted/talented learners. Demonstrations sites located at Schools for Advanced Studies provide additional sources of on-site instruction for teachers and parents.</p> <p>b. The District coordinator provides technical assistance, interprets District and state policy, and provides a template for local district professional development including timelines for all programs, website information, newsletter workshops, budget and resources. A specialist, Psychological Services coordinates identification and assessment and provides technical assistance and training to eight local district designated GATE psychologists.</p> <p>c. A goal of the District is to dramatically improve student achievement by engaging and collaborating with parents about the educational process so that they may assist their children and advocate for effective programs.</p>	<p>a. Programs are planned to provide articulated learning experiences across subjects and grade levels to provide continuous instructional progress. Local school delineate planning budgets to provide time for regular meetings to review student progress, select future assessments, and develop curriculum, modify lessons, discuss and implement effective strategies based on principles of differentiation and the nine research-based strategies which improve student achievement, and Culturally Relevant and Responsive Education (CRRE) LAUSD, April 2005.</p> <p>Teachers of gifted/talented students <i>“differentiate”</i> the core curriculum through various means, including flexible groupings, acceleration of content, independent study, tiered assignments, interest centers, learning centers, compacting in student’s area of strength, mentorships, adjusting questions, honors and advanced placement courses, and use of above-grade-level resources. Local school programs comply with rigorous standards providing differentiation as an integral part of the regular school day.</p>	<p>a. Each school site providing regular Gifted/Talented Program services receives funding based on the number of identified students in the program. In addition, schools with program development needs receive additional screening program funds. Programs are sequenced within and across grade levels, K–12 through Screening and Instructional Programs; magnet centers, and Schools for Advanced Studies Program.</p> <p>Each school designs a program consistent with state frameworks, national, and District standards to facilitate the implementation of its goals and objectives. Every program contains an academic component leading to higher-level thinking skills with special attention placed upon developing a positive self-concept. Schools meet in clusters for program articulation.</p> <p>These program designs are based on the number of students, personnel involved, availability of local resources, and program funds. The school programs may include one or a combination of the following</p> <p>Special Day—Homogeneous class(es) for a minimum school day. Classes for students who have like abilities and interests.</p> <p>Part-time Grouping—Classes conducted outside the regular classroom for a part of the school day or on Saturday.</p> <p>Enrichment—Supplemental educational activities conducted within the regular classroom but provided by someone other than the regular classroom teacher.</p> <p>Cluster—Grouping students within the regular classroom for instruction by the regular classroom teacher.</p> <p>Independent Study—Special tutors or mentors or enrollment in correspondence course.</p> <p>Acceleration—Placement in advanced grades or classes.</p> <p>Postsecondary—Advanced Placement classes or part-time enrollment in university.</p> <p>b. The program provides support services to include college counselors, counselor, and at-risk opportunities.</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 52205: Title 5 Regulations, Section 3822)*

The District’s goal is to identify gifted and talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet students’ particular abilities and talents.

2-1 The nomination/referral process is ongoing and includes students K–12.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. The LAUSD Gifted/Talented Program offers an equal opportunity for consideration of assessment at all school sites to all students as an ongoing process throughout the school year.</p> <ul style="list-style-type: none"> • The site administrator or designee seeks input from teachers, staff, students, community, and parents on a regular basis to gather and analyze existing data to determine potential candidates. • Identification of gifted/talented students is accomplished through an assessment process that consists of four components: (1) search and referral, (2) screening, (3) committee review, and (4) District verification. • The search and referral procedures for English Learners and for special education students are the same as those for all students. Students may have dual diagnoses and may be identified in multiple categories. 	<p>a. The Gifted/Talented Programs Office provides training throughout the year to parents, administrators, teachers and support personnel.</p> <ul style="list-style-type: none"> • Presentations for administrators are made at the District’s Administrative Academy on a regularly scheduled basis • Presentations for teachers are made several times a year at the Local District level by Specialists, Instructional Services, GATE personnel and Designated GATE psychologists • Designated GATE psychologists meet monthly with the GATE Specialist, Psychological Services • GATE psychologists receive training from the publishers of new identification instruments when they are obtained • The LAUSD Gifted/Talented Programs Office in conjunction with PAGE holds a yearly conference at the Los Angeles Convention Center that is open to parents, teachers, administrators and support personnel • The LAUSD Gifted/Talented Programs website is available at all times and updated regularly 	<p>a. Professional Development topics have included:</p> <ul style="list-style-type: none"> • Referral and Identification Procedures • Social/Emotional Needs of Gifted Children • Characteristics of Gifted Students from Diverse Populations • Gifted/Talented Programs – An Overview • Introducing Bulletin 269 – Assessing and Identifying Students for Gifted/Talented Programs • Tips for Filling Out the Gifted Application for Identification • Identifying Potentially Gifted Students by Checking Standardized Achievement Test Scores Identifying Students with Disabilities: Dual Diagnosis

<p>b. LAUSD G/T Programs uses both traditional instruments such as standardized achievement tests as well as non-traditional procedures such as screening programs to search for gifted students.</p> <ul style="list-style-type: none">• Schools may use the District’s computer database Student Information System (SIS) to develop a pool of potential candidates.• A report from the SIS system gives the names of potential candidates who meet the district stanine criteria in all academic subjects on the standardized achievement tests. <p>c. Students may be referred to the local school of attendance for the initial assessment by a teacher, parent, friend, or self-referral.</p> <ul style="list-style-type: none">• Schools may use the Districts SIS database to find potential candidates.• They may also use screening programs such as <i>Screening and Instructional Program for Able Underachieving Students from Diverse Backgrounds</i>, and <i>Screening and Instructional Program for Students in the Primary Grades, K-3</i>, to develop potential candidates for identification. <p>d. Students whose abilities fall in one or more of the categories for identification may be considered for gifted/talented in all areas in which they meet eligibility criteria. Dual diagnoses are accepted.</p> <p>e. The LAUSD Identification Bulletin 269, <i>Assessing and Identifying Students for Gifted/Talented Programs</i> is distributed to all schools and offices. The bulletin is also available on the District’s website. Local school personnel are provided with training on referral and identification procedures and gifted characteristics on a regular recurring basis.</p>	<p>b. The Gifted/Talented Programs Office maintains a computer database system that stores confidential student identification information through high school and beyond. All identification information is kept in one database including reassessments as well as assessments in multiple categories.</p>	
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2-2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. The Local School Screening Committee is composed of the principal or a designee and a teacher familiar with the schoolwork of the student and of gifted/talented students.</p> <ul style="list-style-type: none"> At least one member should have an understanding of the candidate’s economic, linguistic, cultural group, and/or abilities. The committee meets on a regular basis and forwards the intellectual referrals to the Local District designated psychological services personnel. All other referrals are forwarded to the Gifted/Talented Programs Office. Designated personnel under the supervision of Gifted/Talented Programs make final determination of eligibility for students being considered for the categories of High Achievement, Specific Academic Ability, Performing Arts and Visual Arts Abilities. <p>b. Evidence of the student’s eligibility for gifted/talented programs shall be based upon multiple criteria with documentation of these traits attained from a variety of sources, including, but not limited to: evaluation of student’s characteristics of gifted/talented; subject marks, stanines and percentiles on standardized tests; teacher verification of excellence.</p> <ul style="list-style-type: none"> Referrals for identification of students must consist of supportive and concrete evidence of superior abilities which may include samples of student’s best work and/or a product that uses new techniques, materials, forms and resources beyond grade level. Supportive descriptions of behavior must be provided by the teacher and supportive data may be included from the parent. Teacher observations, review of student’s cumulative record, and sample of student work may provide support for a recommendation of assessment. Evidence of above-average achievement must be documented by performance on a standardized individual or group achievement test administered within the two previous consecutive years. The local school then completes the <i>Application for Identification as Gifted</i> packets with all documentation attached and forwards them to the Gifted/Talented Programs Office. <p>c. Gifted/Talented Programs Office sends the school a letter of notification for the parent and the student’s Developmental Case Study.</p> <ul style="list-style-type: none"> Requests for reassessment must be accompanied by a valid written rationale, a portfolio assessment, and must be approved by the Principal of the school. 	<p>a. The LAUSD Gifted/Talented Programs uses a variety of identification tools appropriate for our diverse population. Different intellectual instruments are used to measure cognitive functioning in several areas including: verbal reasoning, quantitative reasoning, abstract/visual reasoning, memory, general reasoning, and fluid reasoning, processing speed, general intellectual ability and non-verbal abilities. We use both group administered tests as well as individually administered tests.</p> <p>Other tools include:</p> <ul style="list-style-type: none"> STAR data Checklist for Identification as Gifted/Talented including intellectual traits, diverse backgrounds and affective characteristics Report card grades Recommendations from teachers and/or other District professionals Parent and student questionnaires Demonstration of talent at a District-wide audition Portfolio Assessment at a District-wide demonstration Observation by staff in current school of enrollment Supportive descriptions of behavior Review of student’s cumulative record Sample student work <p>b. The LAUSD Gifted/Talented Programs Office revises policy bulletins as needed in response to current research and testing availability. Our current identification bulletin was published as of July, 2003 and is currently undergoing revision. A new</p>	<p>a. The Local School Screening Committee meets on a regular basis to make referrals in the following categories: intellectual ability, high achievement, specific academic ability, performing and visual arts.</p> <p>b. Local schools must write a proposal for considering students eligible in creative ability, leadership ability, or any other ability not covered by the above-mentioned identification categories. The proposal must be approved by the Gifted/Talented Program Office prior to initiating the identification process and must include search, referral and screening procedures, eligibility criteria, and program description.</p> <p>c. An Action Plan to Improve Identification Patterns was instituted by Gifted/Talented Programs in January, 2004 in response to the LAUSD Board Initiative of April, 2003.</p> <ul style="list-style-type: none"> The Action Plan calls for Local Districts to analyze identification referral patterns to target the needs of specific schools for technical support and ensure that all schools offer screening and identification practices that are equitable, comprehensive, and ongoing. The Local District Instructional Services GATE personnel develop lists of potential candidates using the District’s SIS system to monitor their schools’ referral procedures and ensure compliance. They also analyze ethnicity data provided monthly by the Gifted/Talented Programs Office to monitor referrals from all underrepresented populations. Gifted/Talented Programs Office prepares a yearly progress report for the Board of Education. <p>d. Gifted/Talented Programs, in conjunction with the LAUSD Research and Evaluation Branch, has developed criteria for identifying gifted students in the High Achievement and Specific Academic Ability categories using scaled scores from the</p>

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<ul style="list-style-type: none"> School personnel complete the “Request for Reassessment as Gifted/Talented in the Intellectual Category” and forward the packet to the Gifted/ Talented Programs Office. <p>d. Students identified as gifted/talented in another school district are eligible for participation in a Gifted/Talented Program when it is determined that they meet District requirements for eligibility. A referral packet is completed which includes documentation from the previous district regarding the student’s eligibility and the criteria used to establish eligibility.</p>	<p>bulletin will be in effect by summer, 2005 which will include criteria for the California Standards Test.</p> <p>c. The Gifted/Talented Programs Office also distributes a <i>Handbook for School Psychologists for Gifted/Talented Programs</i>. This handbook was revised in 2004.</p>	<p>California Standards Test. The new criteria will be included in the revised identification bulletin which will be available by summer, 2005.</p> <p>e. Gifted/Talented Programs has requested the development of an electronic procedure that would indicate students meeting both test score criteria and report card grade criteria. This electronic procedure will ensure that all students meeting eligibility criteria in High Achievement and Specific Academic Ability will be referred.</p>
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2-3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. The LAUSD Gifted/Talented Programs Office forwards the Developmental Case Study to the school for each eligible student. This packet includes an orange folder containing a letter of notification to the parent, a copy of the completed <i>Application for Identification</i> and a <i>Parent Consent for Participation</i> form for each eligible student. It also includes a brochure explaining all program options available for gifted students in the LAUSD for the parent.</p> <ul style="list-style-type: none"> The local school GATE coordinator explains to the parent the eligibility procedure and criteria, describes the school and District program options, and obtains parent consent for participation. If a student is not eligible, the Gifted/Talented Programs Office forwards a copy of the completed <i>Application for Identification</i> to the school and a letter of ineligibility for the parent. <p>b. All parents receive a letter of notification regarding eligibility or non-eligibility and a copy of the completed <i>Application for Identification</i>. Parents or guardians may receive a copy of their child’s test results by written request. The request is made in writing to the Gifted/Talented Programs Office.</p> <p>c. The Gifted/Talented Programs Office completes the Developmental Case Study and enters the student eligibility information into the Gifted/Talented Database. Once identified, the student remains in the Database through high school and beyond.</p> <ul style="list-style-type: none"> The school will also record notations on the student’s Cumulative Record. If a parent and school agree to have a student withdraw from participation in the program for a designated period of time, there must be documented interventions on file, a signed parent consent to withdraw from participation and a date set to review that decision. 	<p>a. Procedures are in place for a student to withdraw from participation in a gifted program for a specific period of time or to transfer into another type of gifted program within the District.</p> <p>These procedures include:</p> <ol style="list-style-type: none"> a meeting with parent, teacher, counselor, etc., interventions have been attempted and documented (interventions may include tutoring, modifying of course content, supplemental texts and/or referrals to district resources), and parent consent is obtained on a written request for removal from participation which also includes a date set to review the decision. 	<p>a. An array of program options is available to gifted students within the LAUSD. These options include:</p> <p><u>Local School Program Options</u></p> <ul style="list-style-type: none"> Team-Taught Cluster Full Day Self-Contained Alternative Program Model Academic Program Designs Special Day Part-time Grouping Enrichment Cluster Independent Study Acceleration Postsecondary <p><u>Magnet Programs</u></p> <ul style="list-style-type: none"> Gifted/High Ability Highly Gifted Magnets <p><u>Non-magnet Centers</u></p> <ul style="list-style-type: none"> Self-Contained Classes Individualized Honors Program <p><u>Schools for Advanced Studies</u></p> <p><u>Advanced Placement</u></p> <p><u>The Saturday Conservatory of Fine Arts</u></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, model and practices from the recognized literature in the field (EC 52206.a and 52206b)*

3.1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. The curriculum provided to gifted students is designed to support their ability to meet or exceed state core curriculum and standards.</p> <ul style="list-style-type: none"> The District is proceeding systematically to prepare the teaching and administrative staff for reviewing and evaluating the appropriateness of all aspects of the core curriculum and standards for necessary modification. Each school site prepares and submits to the local district a written plan which describes the elements of the curriculum to be modified, differentiated, and/or enriched. Local district personnel review the data from standardized test scores, analysis of assessments in math, language arts/English, science, advanced placement, student interest surveys to determine student achievement, and a review of selected program goals and student performance from the previous year. <p>b. Los Angeles Unified School District instructional programs for gifted and talented students reflect the complex nature of planning curriculum for groups and individual students.</p> <ul style="list-style-type: none"> The curriculum is dynamic and shows the effort to meet the changing needs of our students in the 21st century information age. The curriculum provides for the balanced development of critical, creative, problem solving, research skills, advanced content, and the student production of authentic products. The District programs feature use of depth and complexity and acceleration (Dimensions of Differentiation, Kaplan) at every grade level as an instructional paradigm to ensure that students have multiple opportunities to develop the habits of mind that are the hallmark of scholars or experts. 	<p>a. The core curriculum is compacted for able learners to address their needs in a variety of ways as follows:</p> <ul style="list-style-type: none"> Using the work of Renzulli, teachers compact elements of the unit to “buy time” for accelerated content, independent study and enrichment to prevent students from redundancy in learning. To address the needs of diverse learners, teachers use tiered assignments (Tomlinson) after conducting pre-assessments in the content areas to determine what students know already. Various methods are used for testing out of work and for compacting (speeding up, eliminating, or replacing work as appropriate). <p>b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, discussion, and debate and metacognition as the District prepares students to be autonomous learners (Betts) through instruction with the College Board “Building Success” and Junior Great Books programs, Accelerated Reader, and literature extensions.</p>	<p>a. The Scope and Sequence committee will conduct matrix sampling throughout the District to evaluate parent, teacher, and administrator knowledge and attitudes with reference to student interests, needs and abilities and related instructional strategies, learning models. A scope and sequence which describes key learner outcomes will be based on the core curriculum and the concept of “continuous progress” in learning (Van-Tassel-Baska, Rogers). The Scope and Sequence committee will also present their findings to the Board with reference to the Board Initiative on program quality. The Local School Planning Guidelines will be revised to reflect professional development and instructional needs.</p> <p>b. The curriculum provides maximum opportunities for students to achieve the outcomes listed below. Curriculum goals address cognitive and affective student outcomes.</p> <ul style="list-style-type: none"> Provides for the mastery of the literacies in reading, mathematics, science, history, and the arts at a pace and depth appropriate to the capacities of able learners. Students will participate in a diagnostic-prescriptive model of instruction that would allow for individual rates of mastery, regardless of age or grade. Provides an environment that encourages creativity through divergent thinking. Students will be encouraged in the development of originality, fluency, flexibility, and elaboration in their thought processes and products. Fosters inquiry and challenging attitudes towards learning. Students will be able to develop a commitment to learning and to apply abilities to support civic, social, and personal responsibilities.

3.1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
Minimum Standards	Commendable Standards	Exemplary Standards
<ul style="list-style-type: none"> • Teachers and administrators have been trained by Kaplan and other experts in the use of this pedagogy. • Teachers observe lessons, advanced-level materials at designated Demonstration Sites where this pedagogy is in evidence. • Advanced practitioners of differentiation are participating in workshops to implement the Parallel Curriculum (Tomlinson/Kaplan). • The District plans to place sample differentiated lessons online to demonstrate basis application of the elements of differentiation to content areas.. <p>c. Curriculum differentiation responds to the needs of learners with emphasis on depth and complexity of content as prescribed in the frameworks.</p> <p>d. The differentiation paradigm provides the context which fosters student inquiry and challenging attitudes such as consideration of ethics.</p> <ul style="list-style-type: none"> • Students develop a commitment to learning though applying abilities to support civic, social and personal responsibilities. • Differentiated lessons and classroom environments that are culturally responsive and relevant (CRRE—District Initiative) provide the multicultural contexts (Ford, Noguera, Thompson) for development of positive concepts. Embedded in character education, literature, science, social studies, and math are activities which increase student sense of responsibility to society. 	<p>c. Teachers have had training in the instructional strategies (Socratic Seminars), and Building Success, which promote “habits of mind” that lead to student ability for informed decision-making. Students develop high-level oral, written, research, and technological skills.</p> <p>Professional development for Building Success and Socratic seminars is ongoing.</p>	<ul style="list-style-type: none"> • Develops high-level oral, written, research, and technological skills. Students will become confident in expressing ideas through class discussions, panel discussions, debates, and oral reports; students will learn expository and creative writing skills. Students will use technology to discover knowledge and to record and present ideas. • Demonstrates knowledge of and application of various heuristics (blueprints) for learning. Student will identify and use appropriate heuristics for learning various disciplines. • Develops effective study skills. Students will learn note-taking, time management, and various strategies for academic success. • Develops research skills and methods. Students will be able to understand the scientific method and its application to all areas of inquiry. • Develops an understanding for systems of knowledge, themes, issues, and problems that frame the external world. Students will be able to interrelate ideas within and across domains of study. • Develops self-understanding. Students will be able to understand their strengths and weaknesses in various contexts and establish a sense of self in the curriculum. • Facilitates opportunities for learning that are external to the school but provide an important match to the needs of learners. Students will be able to gain access to educational advantages provided by resources outside the environment of the school. • Enhances opportunities for future planning and development. Students will be able to develop goals and apply structure to the tasks of life planning for the future.

3.2 The Differentiated curriculum for gifted students is supported by appropriate structures and resources.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. Instruction for gifted is integral to the school day and additional experiences are provided, i.e., Science Fair, History Day, AP Readiness, MESA, COSEE West, SWIMMS, Siemens Science Project, NCTE Writing Awards, the Saturday Conservatory of Fine Arts, and arts programs.</p> <p>b. The District curriculum focus owes much to the work of Joyce Van-Tassel Baska, Carol Ann Tomlinson, Sandra Kaplan, and Donna Ford. The instructional models address the following:</p> <ul style="list-style-type: none"> • Changes the way that curriculum is structured to provide complexity and is changed from over-reliance on linear learning to interconnected, cross disciplinary systems of learning. A core cadre of teachers is using parallel curriculum processes. • Adopts research-based instructional strategies to increase student productivity and to accommodate the learning styles of increasingly diverse student populations. • Varies the pacing for learning the core curriculum in less time, i.e., Open Court Reading Program modification, Hands-On Equations: Early Introduction to Algebraic Concepts. • Continues to examine the appropriateness of the District's curriculum for gifted. • Plans curriculum to increase social and emotional development of diverse populations of students by clearly identifying points of intersection between the curriculum; self and community; culture and community (CREE). • Incorporates and applies current research on brain development, intelligence development, and learning theory to assist students in learning complex knowledge bases and domain-specific patterns (Pat Wolfe, Richard Sjølseth, and Diane Watanabe). • Articulates the learning process so that students are not repeating prior learning but proceeding through various levels with progressive development of skills and products. <p>c. The differentiated curriculum is supported by appropriate materials and technology. Schools use the challenge-level materials of all core texts as well as supplemental texts and software to include: Accelerated Reader/Excel, Foss and Gems Science, Open Court Classics, Literature Circles, Prentice-Hall Literature Books, Junior Great Books, Houghton Mifflin-Across the Centuries, Dictionary of Cultural Literacy, Hands-On Equations, Jack Daws Primary Source Materials, Kendall Hunt Science Units, Holt-Models of Research, Geometry Sketch Pad (Technology), White boards, development of hyper studio, digital cameras, laptops, and internet access.</p>	<p>a. The differentiated curriculum is designed with individual assessments so that each student's progress is monitored to show areas of strength and ability</p> <ul style="list-style-type: none"> • Schools purchase supplemental materiel to provide enhanced programs structured to meet the needs of gifted and talented students. • Before instruction, teacher uses end of chapter assessment in various academic disciplines to ascertain placement. Accelerated math students enter algebra during middle school, qualify for community college courses and/or advanced placement. • Junior Great Books, Classics OCR, the writing units, and Reflections supplement the series. • Teachers attend training sessions for Junior Great Books and Open Court and use the three-day pacing plan for advanced OCR learners. <p>b. Gifted/Talented curriculum services are based on use of flexible grouping to include seminar, independent research, cooperative learning triads, peer group editing and instruction, and skill groups.</p> <p>c. An extensive range of resources is available to augment differentiated curriculum and to supplement independent study opportunities for individual students including on-line advanced placement.</p>	<p>a. Each school develops a Local School Written Plan which addresses how differentiation is provided at the local school.</p> <p>b. A Scope and Sequence committee will review progress made and work to organize instruction in view of Small Learning Communities and new Board Initiatives: Culturally Relevant and Responsive Education, Board Initiative for College Level Programs, Board Initiative for Gifted Identification and Program Quality.</p> <p>c. Students are provided with unique and appropriate learning experiences that will allow for differences in pacing and complexity and personalization, i.e., contributing factors that change a town into a city (location, industry, resources, historical events, my family, architecture, economy).</p> <p>d. Learning is personalized and reconstructed. Schools in Phase 1, 2, and 3 of the Schools for Advanced Studies program implementation use themes such as Change, Power, and Systems to tie together "Big Ideas" for student investigation.</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 52212a1)*

4.1 Actions to meet the affective needs of gifted students are ongoing.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. Teachers, parents, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.</p> <ul style="list-style-type: none"> • Gifted/Talented Programs provides education to teachers, parents, administrators, and students about the relationships among the characteristics of gifted learners, positive achievement, and the connection to social and emotional development and needs. • The Gifted/Talented Programs website contains pertinent information about CAG Communicator and NAGC Parenting, Gifted Child Today and books on the topic of social and emotional development. • Monthly newsletters are distributed to all schools and offices; selected issues on social and emotional development are translated in English and Spanish. These issues are also shared with the broader community through PAGE. Local school coordinators and local district specialists use the parent resource sections for professional development as parent meetings. • Designated psychologists may be contacted for specialized referrals such as SB65 Outreach Consultant and Student Success Team. • Local district specialists conduct meetings on a regular basis that pertain to Professional Development Module. (Identification/Characteristics/Determination of Needs) of the Modules. • Gifted/Talented Programs and the Local districts invite experts on the social and emotional needs of gifted students to talk with teachers and parents, i.e., Dr. James Webb, Maureen Niehart, Karen Rogers, Paul Slocumb (Giftedness in Poverty), Donna Ford (Giftedness Among Children of Color). • Gifted/Talented Programs has also partners with L.A. County Schools and PAGE, AGT, Central Cities Gifted Children’s Association and Eastside Gifted Children’s Association to bring experts to the Annual Gifted/Talented Education Conference scheduled at the Los Angeles Convention Center. • Specially Funded Programs & Parent/Community Programs Division facilitators/leaders to attend the Annual Gifted/Talented Education Conference scheduled at the Los Angeles Convention Center, which this year, besides professional experts featured parent-to- parent presentations on the social and emotional needs of children and the parent’s role. • Membership in local and state and national parent organizations are encouraged and selected articles are translated into multiple languages for parent education. • Parent Community Centers are sent Gifted/Talented Newsletters and informational materials form CAG as well as outreach program information • The Culturally Relevant and Responsive Education (CRRE) Initiative targets the academic and social and emotional needs of traditionally underrepresented youth and all other students by using their cultural knowledge, prior experiences to increase classroom environments that support achievement. The Gifted/Talented Programs has been recognized by the Board of Education. 	<p>a. Gifted/Talented Programs will continue to increase the number of educators who relate to and understand the ramifications of social and emotional development to enhance affective learning in the classroom.</p> <p>b. A bibliography on social and emotional issues has been developed for use with local school study groups.</p> <p>c. A number of presentations by experts on the social and emotional needs of gifted have been invited to the District, and LAUSD/County conferences i.e. James Webb, Donna Ford, Maureen Niehart, Karen Rogers.</p> <ul style="list-style-type: none"> • The District’s Professional Development Module for gifted requires training in the social and emotional needs of gifted and various populations. • Characteristics of gifted students to include underachieving and underrepresented gifted learners and recognition of their cognitive, social and emotional needs • Characteristics by types of giftedness, i.e., giftedness in poverty and at-risk students. 	<p>a. Ongoing counseling services by teachers, principals, and counselors, and psychologists are provided and documented as appropriate to the services provided by the district. The requirements for such services are described in various bulletins, brochures and memoranda.</p> <p>b. Discussions of social and emotional needs and techniques for addressing these needs appear regularly in G/T newsletters which are disseminated to all schools.</p> <p>c. A Districtwide Initiative for African American and All Other Students, for Culturally Responsive and Relevant Education (CREE) recognizes the interrelationships between the affective needs of students and the will to succeed.</p>

4.1 Actions to meet the affective needs of gifted students are ongoing.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>b. Gifted students are provided with awareness opportunities of career and college options and guidance consistent with their unique strengths. Students are provided career information from elementary through senior high school.</p> <p>c. Career experiences are provided through Career Day workshops at elementary, middle school, and senior high. Students are provided awareness opportunities about specialized summer programs that help students explore career options and guidance by exploring areas of interest. The Dimensions of Differentiation require that the student have learning opportunities to think like a scholar/expert in many different fields of study. This serves to engage students in activities that lead to career decisions.</p> <p>d. At the secondary level, college counselors and local school coordinators use the Gifted/Talented Programs newsletters which describe mentoring resources as well as information that is sent to the schools about specialized programs from the colleges, universities, business and government sponsored program. College counselors also help students make decisions about colleges by identifying colleges that have outstanding programs in their field of interest.</p> <p>e. The District also participates with the other foundations to notify parents by mail of special opportunities, i.e., The Johns Hopkins CTY Program. In addition, many mentoring opportunities are available through programs conducted at the museums and colleges; these experiences are listed online on the G/T Program website (Parent and Student Resources) section.</p>	<p>d. Gifted/Talented Programs has been actively involved in providing education to teachers, parents, and administrators about the relationship between the characteristics of gifted learners and the connection to social and emotional needs. District personnel and parents have attended sessions conducted by the following experts: Sheila Smith, District Coordinator, Patricia Pepe, Specialist, Psychological Services, and the following designated Local District Psychologists: Ilene Feinstein, Doreen Kushida, Anne Fleming, Julia Dalton, Joan Kelleher, Susie Kapamaci, and Jackie Sturges Wheeler. Out of District experts have included: Jacqueline Diamond, James Webb, Ph.D., Maureen Neihart, Ph.D., Richard Sjolseth, Consultant, Dr. Diane Watanabe, L. A. County Office, Consultant and Sandra Kaplan. The following resources are available to all schools for “at risk” students:</p> <ul style="list-style-type: none"> • SB65 Outreach Consultant • Early Behavior Intervention Counselor • School Psychologist • PSA Counselor • Psychiatric Social Worker • Healthy Start • Student Success Team • Threat Assessment Team • School Crisis Team • School Mental Health • District Suicide Prevention Unit • Child Abuse Prevention Unit • District Psychological Services 	<p>d. Materials are disseminated to local district instructional support coordinators to include in staff development presentations for school staff and counseling personnel.</p> <p>e. Resources are available for all students who are “at risk” and may be obtained at the local school or district level. The Local District Operations Coordinator interfaces with the local school crisis team, administrators, and law enforcement and coordinates emergency crisis responses.</p>

4-2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. Gifted/Talented Programs is actively involved in providing education to teachers, parents, administrators, and students about the relationship between the characteristics of gifted learners and the connection to social and emotional needs.</p> <p>The Gifted/Talented Programs office provides continuing inservice to Local District GATE Instructional Services personnel, parents, teachers, and administrators. The Gifted/Talented Programs newsletter provides frequent articles of interest. The Gifted/Talented Website provides resources.</p> <p>b. Local District GATE Instructional Service personnel provide information and local resources to their parents, teachers and administrators on a regular basis.</p> <p>c. Gifted/Talented Programs has established procedures so that students are not dropped from the program because of related problems.</p> <p>d. Gifted/Talented Programs makes information available to parents through a variety of sources: District level conferences, Local District inservice, newsletters and the website.</p>	<p>a. District resources available to Gifted/Talented Programs personnel, parents, teachers, and administrators include:</p> <p><u>Local School Services and Support</u></p> <ul style="list-style-type: none"> • SB65 Outreach Consultant • Early Behavior Intervention Counselor • School Psychologist • PSA Counselor • Psychiatric Social Worker • Healthy Start • Student Success Team • STAR/DARE Officers – Anger management, safety, drug and alcohol, self-esteem, consultation • Threat Assessment Team • Individual Education Program Team – DIS Counseling • School Crisis Team <p><u>Local District Operations Coordinator</u></p> <ul style="list-style-type: none"> • Interfaces with local school crisis team, administrators and law enforcement • Coordinated emergency crisis response, provides follow up actions and oversees the following teams: Local District Crisis Team, Local District Threat Assessment Team, Local District Suicide Prevention Teach <p><u>School Mental Health Referral through Support Services Personnel</u></p> <ul style="list-style-type: none"> • Provides consultation and short term counseling for school related problems • Provides referral to community agencies when appropriate <p><u>District Suicide Prevention</u></p> <ul style="list-style-type: none"> • Provides consultation to staff for at-risk and suicidal students • Provides staff development for District Crisis Teams, Local School Crisis Teams • Provides consultation in aftermath of suicide <p><u>Child Abuse Unit</u></p> <ul style="list-style-type: none"> • Provides consultation for child abuse referrals • Maintains records for District <p><u>Psychological Services – Local District, Coordinator Psychological Services and/or Designated GATE Psychologist</u></p> <ul style="list-style-type: none"> • Provides consultation • Provides resource material 	<p>a. Gifted/Talented Programs provides established procedures so that students are not dropped from the program.</p> <ul style="list-style-type: none"> • A student may withdraw from participation in a gifted/talented program for a specific period of time after the following has occurred. • A meeting with parent, teacher and/or counselor. • Interventions have been attempted and documented (interventions may include tutoring, modifying of course content, use of supplemental texts and/or referrals to district resources). <p>Parent consent including a date set to review the decision is on file.</p>

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

5-1 The district provides professional development opportunities related to gifted learners on a regular basis.

Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. Teachers, administrators, counselors, and parents are key individuals in recognizing and nurturing the talents of gifted students and need professional development. The goal of the 32 hrs. of professional development is the implementation of appropriate educational practices that motivate and challenge all students to achieve their potential.</p> <p>b. All professional development is evaluated and the results of evaluation are used to modify plans and modify future professional development. The Professional Development Survey is used to access needs and interests. Designation as a demonstration site teacher reflects the ability to use strategies, choose content which demonstrates how differentiation is practiced in a classroom that is responsive to the social and emotional needs of students.</p> <p>c. Attention is given to expert contribution to the District's professional development (Sandra Kaplan, Richard Sjolseth, Diane Watanabae, Donna Ford, James Webb, Maureen Niehart, Karen Rogers, Ruby Jones, Paul Slocumb, Diane Paynter, Barbara Clarke, Elinor Smith, and Marcia Imbreaeu, Carol Tomlinson, James Delisle.</p>	<p>a. Teachers in the Gifted/Talented Program are encouraged to focus on gifted education to fulfill their professional growth hours required to complete their credential. Since the GATE specialists also coordinate Beginning Teacher Support (BTSA) professional development Gifted/Talented Programs partners with BTSA to provide training in differentiation and the social and emotional needs of gifted/talented students and the techniques for nurturing the talents of students for referral to the Gifted/Talented Programs for identification.</p> <p>b. A district process is in place. It provides for a combination of 32 hrs. of initial workshop/institute and field work which may include study groups.</p> <ul style="list-style-type: none"> • Fieldwork options—Teacher to Teacher Professional Development <ul style="list-style-type: none"> - conference, seminar, or workshop presentations - classroom observations with submission of summary of observed “differentiated” student learning activities—maximum 15 hours (SAS demonstration sites and magnet centers) - job-alike lesson plan collaborative to produce examples of differentiated lessons - differentiated curriculum committees (curriculum development) - vertical team curriculum planning (elementary, middle, or senior high school levels within and outside schools) 	<p>a. Teachers, administrators, counselors, psychologists select areas of personal focus by conducting a self-inventory to determine professional growth needs. The learning modules on awareness, intermediate, and advanced reflect learning at increasing levels of complexity.</p> <p>b. The Professional development is ongoing. Professional development template is divided into modules to reflect differences in professional knowledge about gifted education as follows:</p> <ul style="list-style-type: none"> • Module 1: Awareness Level <ul style="list-style-type: none"> - Characteristics of gifted learners (sub-populations, underrepresented, underachievers, highly gifted, and at-risk) recognition of affective and cognitive needs - Changing perspectives on intelligence - Assessment of individual student needs rather than labeling - Recognition of needs of highly able learners in classroom settings (types of differentiation) - Knowledge of legislation AB2313 and the Standards for Gifted and Talented Education • Module 2: Intermediate Level <ul style="list-style-type: none"> - Understanding the inter-relationship between appropriate instructional challenge, student motivation, and student achievement in high ability - Proactive development of meaningful learning experiences well beyond grade-level expectations - Continual assessment of student progress and modification of instructional options based on assessment data - Appropriate use of a variety of instructional models and strategies to provide advanced and extended learning experiences • Module 3: Advanced Level <ul style="list-style-type: none"> - Developing and measuring student outcomes - Alternative evaluation - Technology for advanced learning and research - Use of multiple instructional strategies, resources, and equipment including technology - Develop parent education and leadership network

5-2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. Ongoing in various forms in order to insure opportunities to teachers throughout the school year on the various instructional calendars, at various entry points of learning, at various costs to the school. Thus, the District insures multiple ways to gain and/or continue knowledge and experience.</p> <p>Professional Development opportunities include:</p> <ul style="list-style-type: none"> - Monthly discussions on pertinent topics presented as workshops in the Gifted/Talented Program Newsletters - Selected articles written by experts in the field - Summer Institutes USC, CAG workshops, PAGE, CAG, NAGC and SENG conferences - Expert guest speakers at local district workshops - Advanced content development, College Board. <p>Next year, there will be online opportunities within the District for professional development</p> <ul style="list-style-type: none"> - Monthly coordinators meetings and study groups for discussion, reflection, and application. <p>b. Professional development is designed specifically to support the myriad roles which provide program services to students.</p> <p>c. Gifted/Talented Programs presents to the Administrative Academy; school psychologists read and discuss topics pertaining to at-risk gifted students; characteristics of gifted in poverty, and train on new assessments; counselors learn about the connection between appropriate placement and social and emotional needs.</p> <p>d. Our evaluations and analysis of trends show us those participants who serve in various roles including parents.</p>	<p>a. The District is committed to the concept of teacher-to-teacher professional development in addition to contracting with experts.</p> <ul style="list-style-type: none"> - The Schools for Advanced Studies have been implemented as Demonstration Sites so that all may benefit from observation the study, research, and professional development, and differentiated materials and instructional strategies. - These 162 sites are permanent sources of professional development throughout the district where teacher-to-teacher is demonstrated through application. <p>b. At monthly coordinator meetings and on Districtwide scope and sequence committees throughout the District experienced teachers assume leadership roles.</p>	<p>a. The District is working to change the paradigm concerning professional development so that each teacher, administrator takes charge of her/his Professional Growth Plan by establishing goals and developing self-inventory habits which are described and maintained in a portfolio.</p> <p>b. Local districts will continue to certify professional development to include a variety of formal and informal learning experiences (see Professional Development Needs Survey).</p> <p>c. Follow-up activities for application are planned on a regular basis through classroom demonstrations.</p> <p>d. The District will implement a database to help monitor the professional growth plans that are designed by teachers, administrators, counselors, and psychologists. Individuals currently design their learning experiences development and create a basic online introduction to gifted education.</p> <p>e. Teachers have access to Summer Institutes, conferences, workshops, UCI online and NAGC online study.</p>

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

6-1 Open communication with parents and the community is maintained.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. Parents are informed of the district’s identification criteria and procedures, program options, and available resources in numerous ways:</p> <ul style="list-style-type: none"> Local school personnel inform parents about Gifted/Talented Program services and distribute the identification brochure, the Informational Guide, and Local School Programs for Parents. Local Districts and schools also conduct meetings for parents and discuss with parents the Local School Goals Survey, the goals of the program, and the criteria for identification. <p>b. Parents participate in the selection of goals and the evaluation of the program using the previous year’s plan.</p> <ul style="list-style-type: none"> The identification criteria are discussed in parent brochures, which are distributed Districtwide and are available on our web page under the Introduction Section. Program options are discussed in the parent informational guide entitled Local School Programs available in English, Spanish and other languages. <p>c. Informational meetings (three meetings are recommended) for parents of gifted/talented students at the local school level.</p> <ul style="list-style-type: none"> Other workshops for interested parents and community members are also conducted throughout the Los Angeles Unified School District. At these meetings, parents are provided with information regarding legislation, state guidelines, program services, local school programs and district programs, and enrichment opportunities. At these meetings, parents complete questionnaires, ask questions and complete surveys. Sample surveys are contained in the District’s Self-Review Guidebook. Gifted/Talented Programs also presents a workshop for parents at the Districtwide Parent Summit. In addition parents attend a low-cost conference at the Los Angeles Convention Center in December. A revised Gifted/Talented Program Self Review Guidebook and the state application will be sent to all schools. Sample topics and parent agenda are available in the Gifted and Talented Education Self-Review Guidebook which is distributed to all schools. Schools may find prepared handouts and articles for parents in selected issues of the G/T Program newsletter in English and Spanish at Parent Centers and on the website. 	<p>a. Parents of gifted and talented students are provided with program updates through Local school newsletters, meetings which describe and demonstrate student products, student and parent presentations. District websites also provide information.</p> <p>b. The products and achievements of gifted students are shared on Back to School and regularly scheduled G/T Program parent and teacher conferences, participation in specialized programs such as The Johns Hopkins CTY or the Science Fair, special interest contests, i.e., NCTE Writing Awards local school and local district parent meetings. Parents attend activities at the school. Middle school and senior high parents are invited to college preparation sessions. Parents are informed about college readiness programs, i.e., UCLA Advanced Placement Readiness Program in Math and Science.</p>	<p>a. Parents are involved in the development of the school site plans at parent meetings by completing the Local School Survey of Goals.</p> <ul style="list-style-type: none"> The local school provides disaggregated data about gifted students, awards, and student products. Parent evaluations are also sent to the central office for program review and response to the field as well as follow-up to parents and visitations by the GATE specialists to schools. The Schools for Advanced Studies Demonstration sites serve as professional development for parents and teachers. In the 2004–2005 school year the GATE specialist’s position is only one-fourth of a position. School plans are reviewed by specialist and committee of expert coordinators in the local district office. <p>b. Local Districts conduct parent recognition activities:</p> <ul style="list-style-type: none"> parents plan parent education and student enrichment programs in partnership with local city government and organizations; parents work on committees with education professionals to develop and support College Bound programs, student recognition activities, supervise curricular trips, support visual and performing arts projects, i.e., FOVA and FOPA; parents inform other parents, share expertise on career days, and present mini-lessons in areas of strength. <p>c. In addition, schools make use of the wealth of community resources which result in long-term partnerships, i.e., Young Mathematicians Program and Young Writer’s Program, UCIA, COSEE West Science programs, Cal State Northridge Outreach programs, the Conservatory of Fine Arts, a 24-week Saturday program sponsored by Gifted/Talented Programs and conducted at Cal State University, L.A. community college.</p>

6-2 An active GATE advisory committee with parent involvement is supported by the district.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. Each of the eight local district G/T program specialists, local district superintendents, and directors of instruction and board member meet with the parent representatives from each of the local schools in their district. These groups meet at least three times a year. One meeting is generally a comprehensive parent education conference for all parents in the local district.</p> <p>b. The District GATE coordinator collaborates with the local district specialists by providing tactical assistance to local districts, reviewing the results of parent evaluations, making presentations on key concerns and issues of interest to parents, preparing special editions of the G/T Newsletter for parents, updating online resources, i.e., reading lists, and mentor programs.</p> <p>c. Local districts are responsible for inclusion of the various populations that they serve and take particular concern to provide equity and to reflect the demographics of the student populations. Equity for traditionally underrepresented students is also supported in the Board Initiative of April 8, 2003.</p>	<p>a. Local District specialists and various committees review and make recommendations concerning the application. Each local district reviews its role in supporting the goals and using the templates and models for parent education. They also analyze the parent evaluations from local district events. This data is triangulated with parent assessments of local school programs based on data collected by the central office. Many parent representatives also participate on the community school site councils.</p> <p>b. Parents meet regularly at Local District GATE meetings where invited speakers as well as parent research and literature are available in English and Spanish (see Master Calendar).</p> <p>c. Articles are disseminated for discussion. Parents also attend the annual Gifted and Talented Education Conference in December at the Los Angeles Convention Center, the Central Cities Gifted Association, and the Eastside Gifted Children’s Association Conferences and Workshops.</p> <p>d. The GATE coordinator provides monthly professional development meetings and prepares templates and handouts, instructional bibliography, conducts and organizes educational opportunities related to gifted education.</p> <p>e. All programs representing Gifted/Talented Programs solicit community support which comes in myriad ways, i.e., use of university facilities, local small businesses funding, AP and PSAT tests, parents attending field trips competitions, and parent mentors.</p>	<p>a. Parents of students with special needs participate with other parents in local school site meetings.</p> <p>b. Special needs issues are also addressed by experts at the Gifted and Talented Education Conference and at the local districts workshops, i.e., Dr. James Webb, Dr. Edward Amend, and Maureen Niehart; special articles on particular needs are discussed. Parents also attend the CAG and SENG conferences.</p> <p>c. Parents also have access to parent groups within special education and gifted programs.</p>

Section 7: Program Assessment: *Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (EC 52212a1)*

7-1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. The purpose of program assessment conducted by the district coordinator, Gifted/Talented Program, the Office of Compliance, and the eight Local Districts Instructional Services directors and specialists is to obtain and analyze information that can be used to plan and modify a local school's gifted/talented program. The District collects information from multiple sources based on procedures described by NAGC, CAG, and the NRC/GT.</p> <p>The process include the following:</p> <ul style="list-style-type: none"> Local schools complete the "Assessment and Program Planning Work Sheet," an annual program self-assessment to evaluate programs. Responses required are: being implemented, being developed, very limited. An "Action Plan for Program Implementation" is used as a follow-up. Both forms are submitted to the local district for analysis. <p>b. Independent Summative Measures used to assess are:</p> <ul style="list-style-type: none"> Student outcomes in national examinations (Advanced Placement) STAR Program assessment data (CAT6, CST in language arts, math, and the CST in algebra results) Yearly teacher, administrator, and parent surveys Annual Review of Pupil Progress filed in student cumulative record District writing, science, and math assessments End of course examinations and grades LAUSD Writing Assessments CASHEE 	<p>a. The District is a member of the National Research Center for Gifted/Talented (NRC/GT) and develops programs and evaluation (Callahan and Smith), based on program surveys, analysis of data, and the research outcomes reported by NRC/GT.</p> <p>b. Gifted/Talented Programs regularly reviews the research published in the Gifted Child Quarterly.</p> <ul style="list-style-type: none"> Extensive reading and research has been conducted on closing the achievement gap and the links between race, identity, and achievement (Ford, Tatum, and Noguera). Selected articles from Parenting, NAGC, and the Communicator are translated into multiple languages for dissemination and discussion. <p>c. District performance based assessments with rubrics for grading are administered by trained teachers including Gifted/Talented Program teachers.</p> <ul style="list-style-type: none"> Extensive training in Data Collection was conducted for Gifted/Talented Local District representatives. New personnel necessitate continued professional development in new assessment measures and available criteria for levels of performance based on the California Standards. 	<p>a. The LAUSD Student Information System (SIS) provides numerous sources of data available to the local school and local districts.</p> <p>b. Other sources of data include:</p> <ul style="list-style-type: none"> Scholastic Achievement Test (SAT) PSAT (Preliminary SAT and ACT) Student College-going reports Number of students tested out of Subject A Number of gifted students successfully completing reading and math benchmarks Course grades 1–12 Number of gifted/talented students ready for algebra Number of students passing the A–G requirements Number of students in advanced proficiency range National Achievement (African-American), National Merit, and National Hispanic Scholarship Awards Academic Decathlon participation Sieman Science Awards Math Olympiad NCTE Writing Awards Teacher checklists on student outcomes

<p>c. The District uses multiple, traditional, and nontraditional strategies to assess student performance. The district coordinator, Gifted/Talented Programs, the Local District specialists, the local school coordinators, administrators analyze the assessment results and prepare a local district profile by analyzing areas of strength and areas needing improvement to reach optimum student achievement.</p> <p>Assessment areas include evidence of implementation and the extent and quality in:</p> <ul style="list-style-type: none">• Social and emotional development• Dimensions of Self-Concept (pilot study)• Culturally Relevant and Culturally Responsive Education (CRCRE) standards• Coherence of program design• Professional development for teachers, administrators, and parents• Implementation of differentiated curriculum <p>A “Professional Development Needs Assessment—a Survey of Needs,” is conducted yearly and sent to the Local District specialists for analysis and modification of professional development services.</p> <p>Parents provide evaluation in the “Parent Evaluation of Gifted/Talented Programs” at the end-of-the year to assess the effectiveness of their local school program.</p> <p>Gifted/Talented Programs will develop a student response form concerning their experiences in the program to develop triangulate the data from teachers, parents, and students.</p>	<p>d. New assessment protocols will be developed based on parent, teacher, and survey responses.</p> <p>e. The data are reported to the Board and the steering committees for Closing the Achievement Gap—African American, Hispanic, Native American students. In a number of disciplines, students reflect on performances and learning experiences after using rubrics to evaluate for self-assessments, i.e., Open Court use Inquiry Journals, student evaluate performances in history and math projects.</p> <p>f. District Gifted/Talented Programs will also develop a rubric that focuses on student habits of mind, i.e., critical thinking, problem solving, creative thinking.</p>	<p>c. A Gifted/Talented Program Steering Committee will analyze current rubrics and scoring guide and begin a study of the data Districtwide to analyze subgroup performance. Previously, students were to work toward the 90th percentile and above. District goal is to move students to advanced proficiency in subject areas of strength.</p> <ul style="list-style-type: none">• Rubrics are used to evaluate student performance in language arts, math, and writing for each course and grade level.• All district benchmark and STAR assessment are provided by the District.• Gifted/Talented Program funds are provided to collect and analyze data on GATE students and programs. <p>d. The annual review will be used to profile students’ strengths and weaknesses to plan for program development.</p> <p>e. Schools and teachers through development of Single Plan also evaluate programs strengths and weaknesses.</p> <p>f. The Assistant Superintendent, Office of Student Integration Services provides leadership, guidance, and support in promoting academic development and data collection and analysis.</p>
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Section 8: Budgets: *Districts budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (EC 52209, 52212a1,2,3)*

8-1 The district GATE budget is directly related t the GATE program objectives with appropriate allocations.		
Minimum Standards	Commendable Standards	Exemplary Standards
<p>a. Gifted/Talented Programs funds are used primarily to support , improve, and extend the following:</p> <ul style="list-style-type: none"> Professional Development for teachers, administrators, counselors, psychologists, and parents on topics related to the field of gifted education and those topics which explore the foundations of understanding for instruction such as human brain development, learning theory, educational research related to various instructional strategies particular to multicultural understandings (Initiative for Culturally Relevant and Responsive Education to Benefit African American and All Other Students) related to the identification of diverse students. Budgets support fall and summer Institutes at USC, PAGE Countywide Gifted Education Conference held each December, CAG Conference, NAGC Conference, and the National College Board Conference. Teacher release days to visit demonstration site classrooms, UCLA, AP Readiness Seminars, and other professional development conferences. Planning time for data analysis, differentiated curriculum development, substitute coverage so that teachers may attend professional conferences, and receive compensation for presentations on differentiated instruction. A Gifted/Talented Programs operational and professional development newsletter, which is disseminated to schools, parent centers, offices, and parents. <p>b. Direct Services to Students: Funds are allocated to each school site that submits a Local School Written Proposal. Schools submit a data sheet and an instructional school plan; teachers submit an individual content description form which explains how the differentiated instruction is to be accomplished with the requested budget form completed. The local school prepares a Budget Summary for review and approval of instructional materials, supplies, and equipment such as (microscopes for advanced lab science), curricular field trips to university programs, supplementary textbooks, classroom libraries, specialized mentor programs, and college and career counseling.</p> <p>District Coordination: Funds also cover the coordination of the program to include a district coordinator and a specialist, psychological services providing tactical support Districtwide, resources to maintain a data base for 60,000 identified students, technology to communicate and provide interactive forms, disseminate Gifted/Talented Newsletters to Parent Centers, plan and evaluate progress in identification and program quality..</p> <p>Identification: Gifted/Talented Programs funds support intellectual identification by funding thirteen school psychologist positions and all assessment instruments, protocols, and evaluation software tools needed for assessment as well as pilot studies, teacher, parent, administrator, and counselor education.</p> <p>c. Carryover funds are minimal and indirect costs do not exceed the state limitations.</p>	<p>a. There is an allocation for the Gifted/Talented Program coordinator who oversees the Identification and Instructional Programs in grades K–12:</p> <ul style="list-style-type: none"> Primary Screening and Instructional Program, Grades K–3 Screening and Instructional Program for Able Underachieving Gifted/Talented Students from Diverse Backgrounds, Grades 3–12 Saturday Conservatory of Fine Arts Program, Grades 3–12 held at Cal State University, Los Angeles Schools for Advanced Studies Program, Grades 1–12 Gifted/High Ability and Highly Gifted Magnet Centers, Grades 1–12. Regular Magnet Programs, Grades K–12 	<p>a. Gifted/Talented students who have additional instructional needs are accommodated through a variety of categorical sources to include: special education services; bilingual services; Title I services; special grant programs; and all categorical programs for which they are eligible.</p> <p>b. Professional development is also multi-funded from a variety of sources to include: School Improvement (SI); BTSA funds for beginning teachers; local school grant funds such as technology grants.</p>