

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

**Special Session Meeting
Wednesday, June 13, 2007
4:00 P.M.**

**District Office – Large Conference Room
1163 E. 7th Street, Chico, CA 95928**

AGENDA

1. CALL TO ORDER

- 1.1 Welcome to Visitors
- 1.2 Flag Salute

2. CONSENT

- 2.1 Consider approval of the declaration of surplus property (textbooks) pursuant to Education Code Sections 17545, 17546 and 60510 and direct staff to dispose of said property pursuant to the methods set forth in the Declaration, as staff deems most appropriate.
- 2.2 Consider approval of 2007 GATE plan.

3. DISCUSSION/ACTION

- 2.1 Public Hearing & Information: 2007-2008 Preliminary Budget. Copies of the Preliminary budget are available at the District Office, Business Services, Room 5.

4. ANNOUNCEMENTS

5. ADJOURNMENT

Rick Rees, President
Board of Education
Chico Unified School District

Agenda Item #: _____
(DO Use Only)

PROPOSED AGENDA ITEM: SURPLUS TEXTBOOK DECLARATION

Prepared by: SCOTT JONES, DIRECTOR, FISCAL SERVICES

X Consent

_____ Information Only

Board Date: 6/13/07

_____ Discussion/Action

Background Information

The State of California adopts science textbooks on a seven (7) year cycle for kindergarten through eighth grade. Chico Unified is establishing the same cycle for all its schools and grade levels. Since we adopted new science textbooks this year, we possess textbooks that are surplus but have not become obsolete.

Educational Implications

Use of current instructional materials will enhance teachers' ability to focus on sequential academic standards.

Fiscal Implications

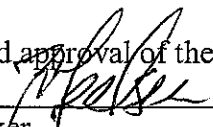
A declaration of surplus textbooks will enable Chico Unified School District to pursue the option of selling our surplus texts. Any funds generated will be deposited into the instructional materials fund on a site by site basis.

Additional Information

A declaration of surplus textbooks does not replace the declaration of obsolete textbooks in the fall.

Recommendation:


I recommend approval of the declaration of surplus textbooks.

Reviewed: 

Randy Meeker

Assistant Superintendent, Business Services

MEMORANDUM

To: CHICO UNIFIED SCHOOL BOARD
From: SCOTT JONES, DIRECTOR, FISCAL SERVICES 
Date: 6/13/07
Re: DECLARATION OF SURPLUS TEXTBOOKS

In accordance with the California Ed Code, Chico Unified School District's property may be disposed of by any of the following methods:

1. The Superintendent may advertise for bids and either sell the property to the highest responsible bidder or reject all bids. Timely notice for bids shall be posted or published. The Superintendent or designee may sell property for which no qualified bid has been received, without further advertising.
2. The Superintendent may authorize the sale of the property by public auction.
3. Without advertisement for bids, the County Superintendent may sell or lease the property to government agencies, other school districts, or to any agency eligible under the federal surplus property law. In such cases, the sale price shall be equal to the value of the property plus estimated cost of purchasing, storing, and handling. Excess equipment with a value of less than one hundred dollars may be sold directly to an agency without advertising with the approval of the Assistant Superintendent of Business Services or designee.
4. If the Superintendent or Designee agrees that the property is worth no more than \$2,500, the Superintendent may designate any employee to sell the property without advertising.
5. If the Superintendent or Designee finds that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Superintendent or may be disposed of by dumping. If any equipment contains universal waste, it will be disposed of in a legal manner.

Useable Surplus Property (Textbooks) 6/13/07

Description	copyright	Cond.	Transfer/ Sold	Rec'd From	Value
205 Prentice Hall Addison Wesley Chemistry	2002	1	TBD	Ed Svcs	\$10,000
60 Prentice Hall Focus on Earth Science	2001	1	TBD	Ed Svcs	for entire lot
205 Prentice Hall Chemistry	2004	1	TBD	Ed Svcs	
94 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
20 Houghton Mifflin Science wkbk for Discovery Works	2000	1	TBD	Ed Svcs	
331 ADDI Addison Wesley Chemistry	2000	1	TBD	Ed Svcs	
91 ADDI Addison Wesley Chemistry	2003	1	TBD	Ed Svcs	
1 Prentice Hall GDED wkbk for Focus on Earth Science	2001	1	TBD	Ed Svcs	
120 Prentice Hall Focus on Earth Science	2001	1	TBD	Ed Svcs	
64 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
120 Holt Modern Biology	2002	1	TBD	Ed Svcs	
300 Prentice Hall Focus on Life Science	2001	1	TBD	Ed Svcs	
50 GDED wkbk for Focus on Physical Science	2001	1	TBD	Ed Svcs	
10 Houghton Mifflin Science wkbk for Discovery Works 3(P)	2000	1	TBD	Ed Svcs	
10 Houghton Mifflin Science wkbk for Discovery Works 2 (P)	2000	1	TBD	Ed Svcs	
1 teacher resource bk for Discovery Works	2000	1	TBD	Ed Svcs	
52 Glencoe Earth Science	2005	1	TBD	Ed Svcs	
60 Glencoe Life Science	2002	1	TBD	Ed Svcs	
52 Glencoe Physical Science	1999	1	TBD	Ed Svcs	
20 Houghton Mifflin Science wkbk for Discovery Works 3(P)	2000	1	TBD	Ed Svcs	
10 Houghton Mifflin Science wkbk for Discovery Works 2(P)	2000	1	TBD	Ed Svcs	
15 Holt Ciencias de la Tierra	2002	1	TBD	Ed Svcs	
5 Houghton Mifflin Science wkbk for Discovery Works 1(P)	2000	1	TBD	Ed Svcs	
10 Houghton Mifflin Science wkbk for Discovery Works 2(P)	2000	1	TBD	Ed Svcs	
50 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
20 Houghton Mifflin Science wkbk for Discovery Works	2000	1	TBD	Ed Svcs	
1 Houghton Mifflin TE RES bk for Discovery Works/Earths Resources	2000	1	TBD	Ed Svcs	
37 ADDI Biology/Campbell	1999	1	TBD	Ed Svcs	
3 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
175 Prentice Hall Earth Science	2006	1	TBD	Ed Svcs	
30 Houghton Mifflin Discovery Works (CA) 1	2000	1	TBD	Ed Svcs	
50 Houghton Mifflin Discovery Works (CA) 5	2000	1	TBD	Ed Svcs	
20 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
5 Holt Ciencias de la Tierra	2002	1	TBD	Ed Svcs	
50 Prentice Hall Focus on Earth Science	2001	1	TBD	Ed Svcs	
89 Chemistry in the Community	2001	1	TBD	Ed Svcs	
1 Houghton Mifflin Discovery Works (CA) 5	2000	1	TBD	Ed Svcs	
50 Houghton Mifflin Discovery Works (CA) 2	2000	1	TBD	Ed Svcs	
20 Prentice Hall Focus on Earth Science	2001	1	TBD	Ed Svcs	
38 ADDI Biology/campbell	1999	1	TBD	Ed Svcs	
105 Holt Science Spectrum Physical Science	2006	1	TBD	Ed Svcs	
10 Houghton Mifflin Science wkbk for Discovery Works	2000	1	TBD	Ed Svcs	
Focus on Earth Science	2001	1	TBD	Ed Svcs	
60 Houghton Mifflin Science wkbk for Discovery Works 3(P)	2000	1	TBD	Ed Svcs	
80 Houghton Mifflin Science wkbk for Discovery Works 2(P)	2000	1	TBD	Ed Svcs	
30 Houghton Mifflin Discovery Works (CA) 4	2000	1	TBD	Ed Svcs	
50 Houghton Mifflin Discovery Works (CA) 5	2000	1	TBD	Ed Svcs	
95 Prentice Hall GDED wkbk for Focus on Earth Science	2001	1	TBD	Ed Svcs	
1 Houghton Mifflin Discovery Works (CA) 1	2000	1	TBD	Ed Svcs	
30 Houghton Mifflin Discovery Works (CA) 5	2000	1	TBD	Ed Svcs	
1 Houghton Mifflin Discovery Works (CA) 4	2000	1	TBD	Ed Svcs	
43 Prentice Hall Focus on Earth Science	2001	1	TBD	Ed Svcs	
20 Houghton Mifflin Discovery Works (CA) 4	2000	1	TBD	Ed Svcs	

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

Useable Surplus Property (Textbooks) 6/13/07

Description	copyright	Cond.	Transfer/ Sold	Rec'd From	Value
500 Holt Modern Biology	1999	1	TBD	Ed Svcs	
20 Houghton Mifflin Descubre Ciencias 5	2000	1	TBD	Ed Svcs	
100 Prentice Hall Focus on Life Science	2001	1	TBD	Ed Svcs	
70 Prentice Hall Focus on Physical Science	2001	1	TBD	Ed Svcs	
20 Harcourt Science	2008	1	TBD	Ed Svcs	
50 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
33 Houghton Mifflin Science wkbk for Discovery Works	2000	1	TBD	Ed Svcs	
50 Prentice Hall Focus on Earth Science	2001	1	TBD	Ed Svcs	
60 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
40 Houghton Mifflin descubre ciencias 3	2000	1	TBD	Ed Svcs	
75 Prentice Hall conceptual physics	2002	1	TBD	Ed Svcs	
10 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
20 Houghton Mifflin Descubre Ciencias 4	2000	1	TBD	Ed Svcs	
50 Prentice Hall Focus on Physical Science	2001	1	TBD	Ed Svcs	
30 Houghton Mifflin Discovery Works 4	2000	1	TBD	Ed Svcs	
20 MacMillan/McGraw Hill Science	2008	1	TBD	Ed Svcs	
30 Houghton Mifflin Descubre Ciencias 3	2000	1	TBD	Ed Svcs	
50 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
20 Houghton Mifflin Science wkbk for Discovery Works (CA) 3(P)	2000	1	TBD	Ed Svcs	
99 Houghton Mifflin Discovery Works (CA) 2	2000	1	TBD	Ed Svcs	
30 Houghton Mifflin Discovery Works (CA) 5	2000	1	TBD	Ed Svcs	
340 Holt Biology Visualizing Life	1998	1	TBD	Ed Svcs	
34 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
300 Prentice Hall Focus on Physical Science	2001	1	TBD	Ed Svcs	
15 Houghton Mifflin Descubre Ciencias 2	2000	1	TBD	Ed Svcs	
50 Prentice Hall Focus on Earth Science	2001	1	TBD	Ed Svcs	
60 Houghton Mifflin Discovery Works	2000	1	TBD	Ed Svcs	
50 Glencoe Earth Science	1999	1	TBD	Ed Svcs	
75 Prentice Hall GDED wkbk for Focus on Physical Science	2001	1	TBD	Ed Svcs	
2 Houghton Mifflin Science wkbk for Discovery Works	2000	1	TBD	Ed Svcs	
52 Glencoe Life Science	1999	1	TBD	Ed Svcs	

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

Chico Unified School District

Educational Services – Elementary Education
(530) 891-3000 x137

2.2
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TITLE: Gifted and Talented Education Plan

Action: _____
Consent: X
Information: _____

June 13, 2007

Prepared by: W. Alan Stephenson

Background Information

Chico Unified School District is granted funds by the State of California to operate a Gifted and Talented Education Program (GATE). Funds are dependent upon an approved GATE plan which is written to a specific state adopted rubric. Plans receive one-, two-, or three-year approval.

Educational Implications

The Chico Unified School District GATE program is designed to provide a qualitatively different educational program for students that is consistent with the enrichment over acceleration philosophy. We attempt to promote academic excellence and cultivate independent thinking while addressing appropriate academic standards.

Fiscal Implications

The grant funding for our Gifted and Talented program covers costs for a part-time psychologist, clerical expenses and a pull-out GATE teacher. In addition, costs associated with the identification of gifted students and with targeted instructional materials are also funded by the grant.

Recommendation

I recommend approval of the 2007 GATE plan.



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Chico, CA 95928-5999

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www.cusd.chico.k12.ca.us

Educational Services, 530-891-3000, ext. 137

GATE Plan – Spring, 2007

GATE Program Narrative

Chico Unified School District is a K-12 district of 13,200 students in this northern California city which is also home to California State University, Chico. The district is made up of 23 schools including two alternative education campuses, an independent study school, and a special education/preschool campus. Chico Unified was formed in 1964 and has at least one school that is over 100 years old.

Our mission is "Individual student academic success via a K-12 sequence of teaching, learning, assessment and support." We are fortunate to have an attractive, inviting community along with a local university that insures a steady stream of highly qualified, able, enthusiastic employees. Unlike many districts, we are able to fill positions calling for specialized credentials, and have a number of non-certificated staff that have college degrees.

According to the CUSD GATE handbook, "GATE is consistent with the basic principles of public education which seeks full development of each individual's capabilities. Achieving our students' potential for excellence is the best hope for our society's future. GATE students need to be identified early and then motivated and challenged throughout their educational experiences." Philosophically, "CUSD is committed to provide opportunities, resources, and encouragement to students who possess demonstrated or potential abilities of giftedness, regardless of background, socioeconomic factors or ethnicity."

The primary function of the program for gifted students in the Chico Unified School District is to provide unique opportunities for high achieving and underachieving pupils who are identified as gifted and whose needs are not being met in the regular program. It is the aim of this program to develop skills, concepts and attitudes that will enable students to work at their maximum potential throughout life.

District goals include the following:

- (1) **Promote Academic Excellence:** Provide a learning environment designed to utilize the maximum of each student's high competency capability.
- (2) **Cultivate Independent Thinking:** Provide a program structure that encourages development of independent thinking and problem-solving skills.
- (3) **Support Integration:** Provide a vehicle for locating and serving all students with gifted potential regardless of race, cultural or socioeconomic background.
- (4) **Promote Responsibility and Self-confidence:** Provide a program structure that encourages constructive identity development, individual responsibility, and sensitivity to others.

CUSD provides four self-contained (grades three through six) classes and five half-day pullout classes (grades two through six). In addition, three middle schools provide one to two GATE "teams" of students who work together in two or three classes per day (usually English

and History, sometimes also Science). High school options include honors classes, advanced placement, High School Scholars (at CSUC), and International Baccalaureate.

SECTION 1: PROGRAM DESIGN

1:1 Written Statement of Philosophy

CUSD is committed to provide opportunities, resources, and encouragement to students who possess demonstrated or potential abilities of giftedness, regardless of background or ethnicity. This statement is recorded in the CUSD GATE Handbook (page 10) and posted on the web site. [http://www.chicousd.org/dept/schools/District And School Programs/GATE.html](http://www.chicousd.org/dept/schools/District%20And%20School%20Programs/GATE.html) The handbook is disseminated to all GATE parents and is available on request to any interested individual, in paper or cyber format.

Also recorded in both of these locations is the following list of program goals and standards:

The Chico Unified School District Gifted and Talented Program seeks to...

- Foster academic excellence,
- Focus on the process of learning, i.e., *metacognition*, using critical thinking, analysis, synthesis and evaluation,
- Encourage realistic, healthy self-concepts in students,
- Assist in the development of self-generating problem-solving abilities in students,
- Develop in students a sensitivity and responsibility to others and a commitment to constructive ethical standards
- Provide opportunities to generate self-guided learning through
 - The development of research and organizational skills, and
 - The involvement in enrichment, individual and group activities, which emphasize in-depth learning in content areas,
- Facilitate interaction with other gifted students / intellectual peers,
- Provide opportunities and guidance for leadership and other creative abilities, and
- Keep abreast of and implement best practices in the education of gifted students.

The CUSD GATE program follows California state standards for each grade level, consistent with the program philosophy of *enrichment* over *acceleration*. Academic content at each grade level contains sufficient depth and breadth to challenge rapid learners whose teachers extend lessons with explorations and applications attuned to gifted students.

A district GATE Advisory Committee meets periodically, both in person and via group e-mail discussions, to assist in program planning, review parent surveys, and respond to local issues that affect the program (e.g., location of the program, parent questions/concerns, options for expansion, etc). Members include CUSD parents, teachers, administrators and support staff, along with community members representing businesses and the local university. As participation on the committee is voluntary, extensive efforts have been made to find meeting times and incentives that support the most attendance (e.g., noontime lunch-provided meetings, evening on-campus meetings, etc).

Participation in the CUSD GATE program has at times been affected by logistical problems, particularly transportation from underrepresented schools. In recent years, the program has been taken to two of our program improvement schools, providing enrichment to students with high achievement in the language arts, regardless of the status of their GATE eligibility.

Additionally, extensive efforts are made to recruit students from underrepresented groups of all kinds, by providing awareness materials for teachers making nominations, and advertising specifically via local media and school district channels.

1:2 Groupings and structures

The CUSD GATE program is delivered by a variety of program options.

- In grades two through six, a half-day per week “pullout” program is provided at a centrally located elementary school. Classes are grouped by grade and class sizes are held somewhat below the district average. The curriculum for this program centers around social-studies themed units and accesses a wide variety of learning media and methods, including computers, literature, labs, field trips, and student and guest-speaker presentations.
- High-achieving primary grade students, whether GATE-identified or not, receive part-day academic grouping which provides enrichment in the area of language arts at the two targeted program improvement schools. Top reading groups that are formed during schools’ “Response to Intervention” language arts intervention time are slated to receive *America Reads* tutors from the university to assist in extending literacy in the areas of fluency and comprehension, using vehicles such as student book clubs and individual book reports.
- In grades three through six, self-contained, full-day GATE classes are provided at a different elementary school. Students in self-contained GATE classes participate in grade-level curricula (which are extended, broadened and enriched appropriately) and are part of the “host” elementary school student body.
- In grades seven and eight, GATE “teams” of 30 students are grouped at each middle school and enrolled together in the same History, English and (depending on staffing) Science classes daily. Teachers of these teams collaborate to provide coordinated, thematic instruction; students in these classes have the benefit of peers who learn at a similar pace and discuss and understand at similar levels. Students are heterogeneously grouped for the remainder of each school day.
- In grades nine through twelve, CUSD gifted learners have access to a range of classes including student government, advanced placement, honors classes, International Baccalaureate, Butte College Connection (taking classes for credit at the local community college) and High School Scholars (taking classes for credit at the local state university). Some CUSD graduates have been able to start college careers with almost two years of college credits. Individual planning has helped students with specific interests and abilities find mentoring, expression, and high school credits in their area of excellence (e.g., independent study projects, individual help for literary or mathematical abilities). Additionally, opportunities in the area of Community Service are increasing, and help students experience the wide-ranging benefits of altruism, connectedness to the greater community, and social responsibility.

1:3 Articulation with general education

At all grade levels, GATE students participate in at least part of the day with general education students. Curricula are embedded in State grade-level standards, and responsive to the district emphasis on a “K-12 sequence of learning.”

The program’s shifting emphasis on homogeneous vs heterogeneous grouping is of benefit to both GATE-identified and other students. When grouped together, GATE students can explore learning challenges and the extent of their abilities; in mixed-ability groupings, GATE students can contribute to class discussions, serve as models or help spark interest, and gain an appreciation for diverse strengths and weaknesses.

The coordination of the program is the responsibility of the Director of Curriculum, who oversees budget, staffing, curricula and assessment. GATE parents and families, as well as community members, work closely with the GATE program, including serving on committees, volunteering in classrooms, providing specialized demonstrations in classes, and providing opportunities for educational field trips. The GATE program also retains the services of a consulting school psychologist who communicates with parents, teachers and students to answer questions and provide information about gifted learners and the CUSD GATE program. The psychologist schedules and chairs parent meetings, reviews all assessment, provides (or provides for) staff development and collaboration, and maintains the district GATE web page and emailing list; the phone number and email address are well-disseminated and receive numerous contacts.

SECTION 2: IDENTIFICATION

2:1 Nomination/referral process

All CUSD students are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. Each January, all elementary teachers in the CUSD receive a letter inviting them to nominate students from their own classrooms for GATE assessment. This letter specifically and repeatedly emphasizes the intent of the program to include students from underrepresented populations, including children who may not be “model students” in terms of comportment and cooperation. The letter also notes that alternative identification methods are available should students need them. Nominations are also accepted from school counselors and administrators, parents, and students themselves.

Students may be nominated more than once, and this is often specifically suggested when scores approach the eligible range, or students are in the primary grades and still learning how to take standardized tests. The district retains computerized and hard-copy records of each assessed student and uses previous information as appropriate when students are re-tested, based on the understanding that scores can be *lowered* by accident, but not *raised* by accident, and highest measures are usually the most accurate.

Staff development, available to all teachers, has been provided regarding nomination, assessment, and general information about the CUSD GATE program. The program director provides specific information for school principals just prior to the nomination period. School administrative assistants receive detailed instructions regarding nominations and assessments annually. Local media receive annual press releases regarding GATE nomination and procedures.

2:2 Assessment/identification process

CUSD gathers a matrix of information on each referred student which includes both parent and teacher rating scales, a current group intelligence test (*Otis-Lennon School Ability Test*), and most recent STAR testing results in the areas of language arts and mathematics. Additionally, factors of home language, socioeconomic disadvantage, special needs, migrant or Title I status are considered on an individual basis. An alternate battery of tests including the less language-embedded *Matrix Analogies Test* and *Draw-a-Person* may be employed for students who are not fluent in English for any reason, or verbal portions of the *OLSAT* may be excluded. A Review Committee is convened to review questions of test score validity and examine work samples, portfolios and letters of recommendation that may be submitted when traditional methods are faulted.

Student scores are individually reviewed by a team including certificated personnel knowledgeable in the area of group testing, and factors affecting reliability and validity (school psychologist). Parents and teachers are notified of students' eligibility and options for students not found eligible, and are invited to call the consulting school psychologist to discuss individual scores (two dates are set aside specifically for this purpose, as well as other calls throughout the school year). Transfer students are admitted to the program based on similarity of scores from the previous school district or prompt local re-testing.

2:3 Multiple service options, placement

Families of GATE-identified students are provided with specific information regarding program placement (requiring signed parental consent), options for and ramifications of non-participation, and logistical details of participation. Written information is disseminated by mail and a parent meeting is held annually to describe program options.

Information regarding GATE assessment and eligibility is provided to families transferring to new schools.

Once identified, students remain eligible for GATE services throughout their time in CUSD, regardless of level of participation. If concerns regarding a participating student reach the level of possible withdrawal from the program, interventions are implemented, usually beginning with a student study team meeting.

SECTION 3: CURRICULUM AND INSTRUCTION

3:1 Differentiated curriculum

The elementary and secondary GATE programs are aligned as part of the K-12 sequence of learning to which CUSD is philosophically dedicated. Curricula reflect California state grade-level standards, with articulation from grade to grade and school to school enhanced by teacher collaboration, both formal and informal, including GATE Department meetings, grade-level meetings, and departmental collaboration.

- In any setting where GATE students are grouped together, along with “top reading group” settings in the elementary grades, teachers make the most of the differentiation that automatically occurs when gifted peers are gathered. Pacing, discussions, and breadth of information covered are enhanced for any topic under study.
- Acceleration is used on a very limited basis prior to high school; preferred methods of differentiation include greater depth and breadth of study, extended research, opportunities for creative expression, and presentation alternatives for students (e.g., written, oral, model, demonstration, power point, etc) using grade-level topics.
- The pull-out GATE program has particular opportunities for differentiation and is organized around thematic social studies units, where the different academic disciplines (writing, literature, math, physics, social science, earth science) are brought to bear upon, for instance, the age of exploration or the anatomy of the brain.
- GATE curricula include increased opportunities to interface with the community and local resources in eyewitness or hands-on lessons.
- Individualized opportunities are created when a student discovers a particular passion. These might include mentoring, independent study, extracurricular participation (e.g., journalism, chess), or access to community resources including the local university.
- Students are specifically instructed in the science of “metacognition,” or “thinking about thinking,” and are encouraged to be aware of and maximize their own learning strengths and weaknesses. Teachers are also cognizant of and implement higher-order thinking skills on a daily basis.
- GATE teachers are understanding of the contrasts that may occur between students’ intellectual giftedness in a particular area and other areas of development, and provide for age-appropriate moderation and perspective when indicated.
- GATE teachers use “teachable moments” during lessons and activities to point out convergences in study, and to demonstrate major organizing paradigms within and between content areas.

3:2 Supported by appropriate resources

Continuity and comprehensiveness in the GATE curricula has been enhanced by GATE “department meetings,” which bring together GATE teachers of different grade levels to exchange ideas, techniques and specific lessons, as well as to discuss issues of grade-level sequencing. Instruction of gifted learners is scheduled within the school day and uses a variety of instructional methods, including teacher- and student-directed lessons, large and small group instruction, collaboration, independent study, cooperative learning and both homogeneous and

heterogeneous grouping. Different media, literary technological and lab materials are available to students to support their curriculum.

SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

4:1 Actions to meet the affective needs of gifted students

All teachers, administrators and counselors are provided with information about characteristics and special needs of gifted learners. Additionally, CUSD GATE teachers are educated and experienced in gifted learners' stages of development as well as advantages and potential drawbacks of giftedness. Parent and teacher discussions have focused particularly on two issues which will be receiving additional time and attention: exclusiveness (as perpetuated both by GATE students and by non-GATE peers) and perfectionism. Staff and parent training, followed by implementation of classroom discussion or lessons, is planned for the 2007-08 school year. Elements of perfectionism have been implicated in increased suicide risk for gifted students and prevention rests with our own schools and families.

- The self-contained GATE classes include specific lessons and activities early in the year aimed at socialization and connecting students with one another. It is recognized that these students are undergoing a great transition at a young age, and team-building activities (including TRIBES, off-campus trips and retreats) have had a positive impact on ameliorating this stress.
- Individual student concerns, including social-emotional duress, career, class and college choices, academic weaknesses, and opportunities for further enrichment are addressed at the secondary level by school counselors, at the elementary level by the GATE teachers and Student Study Teams, and at all levels by the consulting School Psychologist assigned to the GATE program; these concerns might lead to referral to outside agencies as needed. The GATE psychologist also provides information in these areas via parent meetings, classroom presentations, staff development, emailings, telephone consultations, Student Study Team meetings, and the CUSD GATE web page.
- Service learning activities have been shown to foster resilience, responsibility, and social and vocational skills, and are among the 40 Developmental Assets associated with greater achievement, success, and life satisfaction. As young as second grade, GATE students are given opportunities to make contributions to their campus and community. By junior high and high school, students are provided with and encouraged to participate in service learning programs of numerous types.
- The CUSD GATE program goals also include the following:
 1. The encouragement of realistic, healthy, self-concepts,
 2. The development of sensitivity and responsibility to others,
 3. A commitment to constructive ethical standards,
 4. Providing interaction with intellectual peers (which has often fostered life-changing friendships, and
 5. Providing career awareness and exploration.

4:2 At-risk monitoring and support

As noted above, prevention efforts are in place and greater efforts are planned for the coming school year; prevention is the preferred method of addressing problems such as depression, underachievement, substance abuse, etc., as experienced by gifted students. In addition, school counselors (at secondary) and psychologists (at all levels) are available and trained to monitor and respond to students exhibiting particular difficulties. GATE teachers are a particularly trained source of referral for students showing symptoms of compromised mental health; parents, and even peers, alert staff to health concerns, risky behaviors, withdrawal, and worrisome content in written or art work. Teachers at all levels received inservice training about the emotional needs of gifted learners, along with how to access services for students in need.

SECTION 5: PROFESSIONAL DEVELOPMENT

5:1 District provides regular opportunities

Professional development for teachers is based on a needs-assessment conducted by the district GATE psychologist; outcomes are evaluated and used in planning for future offerings. CUSD has eighteen teachers directly involved in providing GATE classes; the best method for informing them and creating collaboration has been through the use of an email group that allows for "reply to all" discussions. Teacher time constraints, as well as budget constraints, have limited face-to-face staff development, but use of in-house "experts in residence" (in gifted education) provided for professional development in the areas of Developmental Assets, characteristics of gifted learners, and classroom and family considerations. Additionally, the GATE psychologist attended presentations related to gifted education at the National Association of School Psychologist's annual convention.

An outside funding source has recently been tapped in order to provide for greater professional development activities, including in particular attendance at the California Association for the Gifted conference. A cross-section of professionals working with the GATE program will be invited to attend the conference, then return to relay up-to-date information to the rest of the GATE team. In addition, book discussion groups are planned for educators and parents in areas identified by the needs assessment (overachievement and perfectionism).

5:2 District personnel receive role-specific training

Administrators, school counselors, GATE teachers, other classroom teachers, and school psychologists working with the GATE program have experience and knowledge regarding the unique needs of gifted students. As noted above, professional development has been identified as an area for increased funding, and dissemination of new information from conferences and book discussion groups will be made available through staff inservice channels and web page documentation.

SECTION 6: PARENT AND COMMUNITY INVOLVEMENT

6:1 Open communication with parents and community

Chico Unified School District is fortunate to work with parents and in a community that supports gifted education and makes the GATE program a priority. Parent volunteers serve on the GATE advisory committee and participated in the writing of this plan. GATE personnel make extensive efforts to inform parents of the design and logistics of the GATE program, identification procedures, and results of evaluations and surveys, and to share achievements of GATE students – including numerous Open House evenings hosted by the GATE classes. Additionally, GATE teachers and staff use web pages, emailings, and local media releases to disseminate information about the GATE program, activities and achievements. A yearly parent meeting is held for newly-identified GATE students to describe the program and answer questions; another yearly meeting is held for parents of 2nd and 3rd grade students to help with decision-making regarding the pull-out vs the self-contained class choices (teachers and previous and current students provide information and answer questions). Parents are invited to participate in classroom activities and trips which in the past have included mock trials, dance productions, luaus, power point presentations, anatomy dissection demonstrations and a variety of field trips. GATE parents are annually surveyed for talents or expertise they possess that they would be willing to share in the classroom.

Annually, with translations into Spanish and Hmong available, parents and the community are advised of recruitment for GATE eligibility. School newsletters, local newspaper and district web sites all carry this information

The district's GATE plan, as filed with the State, is available on the web site, as is the GATE Handbook. Also available are links to committee meeting minutes, survey results, newsletters, and links to other web sites such as CAG and MENSA. Communications via email from the web page, as well as telephone contacts from parents, provide ongoing input regarding the GATE program. For example, based on feedback from a parent, the manner in which families are notified of eligibility has been modified this year.

GATE parents facilitate interaction with the community; in one instance, a university parent was familiar with the *America Reads* tutoring program (a work-study opportunity for university students) and suggested the collaboration that is now part of the plan to extend literacy opportunities to high-achieving language arts students in the primary grades. Other collaboration with the local university includes visits to math and science laboratories, classroom presentations from university students and faculty, and at the secondary level, the High School Scholars program in which CUSD students enroll in college classes for credit.

6:2 GATE Advisory Committee

The CUSD GATE Advisory Committee met three times last school year, with another meeting planned. In-person meetings are interspersed with "telecommuting" using email group messages. The use of email and web page communication is seen as an essential element of the GATE program, responsive to the needs of busy families and teachers. US mail contacts are

kept with families that do not use computers/internet. Efforts are made to develop representation on the committee from various demographic groups, including special needs GATE students. This year participants included parents of students who were tested but not found eligible for the program, as input from this group has also proven helpful in evaluating assessment and program design.

The greater GATE parent community is also provided with parent education, most recently a well-attended presentation on "Raising Tomorrow's Leaders" describing the 40 Developmental Assets espoused by the Search Institute. Additionally, an extensive email listing of GATE parents is used (albeit sparingly) regarding issues germane to the GATE program.

SECTION 7: PROGRAM ASSESSMENT

7:1 Ongoing student and GATE program assessment

Two types of assessment are undertaken annually. Results are reviewed by the GATE Coordinator (administrator) and the consulting GATE school psychologist.

- Student progress is regularly and thoroughly measured with state-prescribed assessment tools at district-designated benchmark intervals. Multiple measures are used in the classroom and at the school level, with individual adjustments for special needs. Extensive annual narrative reports are provided to parents of students in the pullout program, and conferencing and grading (in addition to report card and school conference intervals) is the norm for the self-contained classes.
- A thorough program survey is mailed annually to parents of all identified GATE students, periodically including parents of students who are *not* participating in the program. Survey data are compiled and submitted for review to the Advisory Committee. Summarized data are posted on the CUSD GATE web page. Surveys are sorted according to GATE teacher and provided to each teacher as feedback to guide planning. Data from surveys are used to plan curriculum, determine parent education topics and times, adjust program delivery options, and provide information on the web page, as well as to gather addresses to use in the parent email database.

GATE PROGRAM EVALUATION

1. Review of Student Academic Progress

The tables below indicate that not only do CUSD GATE students score higher on CAT6 and CST measures than district averages, but GATE students' scores improve, on average, as they progress through the grades (e.g., from the 86th to the 89th percentile in reading, between grades three and seven). A notable exception to this is CST math, in which the percentage of GATE students scoring at the Advanced level *drops* as grade levels increase.

CAT6 2006		GATE	All Students	
Reading	3 rd grade ave.	86 th %ile	50 th %ile	
	7 th grade ave	89 th %ile	57 th %ile	
Language	3 rd	88	47	
	7 th	91	58	
Mathematics	3 rd	90	63	
	7 th	90	55	
Spelling	3 rd	80	48	
	7 th	86	52	

CST 2006 (G=GATE, AS=All Students) Percent Advanced

Subj	2G	2AS	3G	3AS	4G	4AS	5G	5AS	6G	6AS	7G	7AS
ELA	*	15	55	11	76	24	77	19	79	20	74	18
Math	*	30	90	31	82	23	77	18	77	16	55	11
	8G	8AS	9G	9AS	10G	10AS						
ELA	79	25	89	32	91	21						
Math	56**				3***							

geometry *algebra II

Note: 2006 scores were used, as insufficient GATE students had been recorded as such on 2005 records. Some 2005 – 2006 comparisons are recorded below, for grade levels with sufficient data. Longitudinal data appears variable at best.

% adv 05 → 06					
Grade	5	6	7	8	9
ELA	81→77	77→79	73→74	80→79	87→89
math	59→77	85→77	62→55		

Average NPR for GATE students, CAT 6, 2005 →2006

Subject	Grade 7 2005	Grade 7 2006
Reading	92	89
Language	92	91
Math	91	90
Spelling	82	86

GATE PROGRAM EVALUATION

2a. Analysis of parent satisfaction surveys

In the spring of each school year, parents of all participating GATE students are sent a Parent Survey with seven questions on a Likert scale and three asking for more open-ended comments.

Parents were also polled regarding parent education needs and best times for parent education and committee meetings. Return rate has been good with, for instance, 190 surveys returned in 2005 and 195 in 2006.

Parent satisfaction has traditionally been quite good, with the strongest ratings for the pull-out classes. Fully **90%** of parents responded **Always** or **Most of the time** to the question *How often did you feel your child's intellectual needs were being met in the GATE class s/he attended?* Additionally, **87%** of parents responded **Always** or **Most of the time** to the question *How often were your child's social and emotional needs being met in his/her GATE class?* Communication was also rated as **excellent** or **good** for the elementary programs, however there were ratings of only **adequate (19)**, **marginal (11)** or **unsatisfactory (8)** from parents of students in the junior high school classes.

The goals of the GATE program were also assessed, on a 1-5 scale with 5 = **Greatly**.

87% of the respondents gave scores of **4** or **5** on the following questions: *Please rate the extent the GATE program facilitated the following objectives:*

*Development of a positive self image,
Focus on the **process** of learning, using critical thinking, problem solving, analysis,
synthesis and evaluation, and
Development of research and organizational skills.*

89% of respondents gave scores of **4** or **5** when asked to rate *In-depth learning in selected content areas*.

Clearly, as measured by these surveys, parent satisfaction is an area of strength for the CUSD GATE program. Individual comments were highly varied and indicated no significant trends but were recorded and are used to stimulate discussion and consideration for areas of program improvement. Summaries of the surveys are available on the GATE web page.

GATE PROGRAM EVALUATION

2b. GATE student demographics

Following are some percentages regarding low SES, English proficiency, and ethnicity that have been particularly difficult to address, despite active recruitment of underrepresented groups, alternative assessment methods, and individual consideration of the needs of diverse students (e.g., providing transportation).

SES	GATE	Not GATE
Low	12%	41%
Not Low	88%	59%

English Proficiency	GATE	Not GATE
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English Only	93%	81%
Fluent	3%	3%
Limited	0%*	12%
Redesignated FEP	3%	5%

**does not = 0 students*

<u>Ethnicity (selected)*</u>	<u>GATE</u>	<u>Not GATE</u>
Laotian	1%	3%
Other Asian	1%	3%
Hispanic/Latino	5%	19%
African American	2%	4%

**other ethnicities were adequately represented*

These ratios, historically difficult to change, have led to the creation of “pre-GATE” options for high-achieving students in underrepresented schools, and are the impetus behind the use of America Reads tutors with high-achieving language arts students at selected schools. Students receiving these (no-cost) service options are not represented in the tallies above, as they are not officially designated as GATE students, but it is hoped that their participation will 1) generate more GATE referrals from underrepresented schools, 2) provide language arts enrichment that will stand students in better stead for testing, and 3) inspire families of high-achieving students to participate in the program if their students are selected.

PROGRAM EVALUATION

3. Strengths, Needs, Goals

Section 1: Program Design

- *Strengths:* The CUSD GATE program delivers services in a variety of age-appropriate formats, including pull-out, self-contained and part-day groupings.
- *Needs:* Better inclusion of primary-age students and students at underrepresented schools within the district.
- *Goal:* Implement language arts enrichment through the use of America Reads tutors at underrepresented schools and in the primary grades.

Section 2: Identification

- *Strengths:* The CUSD GATE program uses a variety of measures to determine intellectual giftedness, including alternative assessments for English language learners, and examines student scores on an individual basis.
- *Needs:* Identification procedures continue to yield demographic ratios out of balance with the district as a whole. Additionally, accepting private testing results contributes to the economic imbalance and creates a perception of elitism.
- *Goal:* Re-examine selection of assessment tools and extend use of alternative measures. Parent and teacher rating scales to be revised immediately.

Section 3: Curriculum and Instruction

- *Strengths:* The CUSD GATE program holds true to its philosophy of enrichment rather than acceleration; curricula for all programs have as their basis the California state standards for each grade level.
- *Needs:* Junior high school level GATE “teams” need more, and more consistent, options for enrichment.
- *Goal:* Provide for district-wide junior high GATE teacher collaboration meetings where teachers from different departments can share or devise enrichment opportunities that correlate with the grade level standards for their discipline.

Section 4: Social and Emotional Development

- *Strengths:* Surveys indicate that parents overwhelmingly feel (87%) that their students’ social and emotional needs are met through the GATE classes.
- *Needs:* Perfectionism and overachievement have been identified as areas of particular concern for GATE students.
- *Goal:* Parent education in the area of perfectionism and overachievement is planned for the 2007-08 school year.

Section 5: Professional Development

- *Strengths:* The CUSD GATE program has been resourceful in the face of budget constraints by using “experts in residence” and teacher collaboration meetings to provide for professional development. Meetings were well-attended and considered productive.
- *Needs:* Further professional development has been identified as an area of need by the GATE planning committee.
- *Goal:* Outside funding has been accessed to provide for a cross-section of professionals serving the GATE program to attend next year’s CAG conference.

Section 6: Parent and Community Involvement

- *Strengths:* The CUSD GATE program makes productive use of the proximity of a state university; GATE parents are involved in all stages of program planning; the GATE web page and email list have been kept up to date and are an asset to the program.
- *Needs:* Greater participation by parents of underrepresented students is needed.
- *Goal:* Improve communication with families who do not use internet and email (US postal mailings to coincide with emailings).

Section 7: Program Assessment

- *Strengths:* CUSD GATE parents are surveyed annually regarding their satisfaction with the program, and their perceptions of the implementation of GATE objectives.
- *Needs:* It was recommended by the parent committee that the survey take place earlier in the spring so that results can affect program planning for the following school year.
- *Goal:* Disseminate parent survey in April or May annually and provide feedback to GATE teachers and other staff before the end of the school year.

Section 8: Budget

- *Strengths:* The CUSD GATE program has not encroached on the general fund in past years.
- *Needs:* Funding is the area most often identified in parent communications as an area of need.
- *Goals:* To provide a stable funding allocation that meets all programmatic needs.

GATE Budget Plan

Proposed Budget Plan for 2007-08

Chico Unified School District

Line	Code	Classification	GATE Amount	Other Source Amount	Explanation of Budget Expenditure
1	1000	Certificated Personnel Salaries	\$ 1,200		Substitutes and extra assignment for teachers administering GATE Assessments
2	1100	Teacher Salaries	\$ 69,530	\$ 13,600	Pull-out GATE teacher salary -- services for grades 2-6 identified students -- 5 sections. Other Source funds support 0.1 FTE at each Chapman & Rosedale to prepare 2nd graders for a potential GATE experience by grouping referred students one half/day per week for language extension activities.
3	1200	School Administrator Salaries	\$ -		
4	1300	Supervisor Salaries	\$ -		
5	1500	Guidance and Welfare	\$ 7,807		18 days of psychologist time -- GATE identification and selection committee, parent support and education
6	1800	Attendance Salaries	\$ -		
7	1900	Administrator Salaries	\$ -		
8	2000	Other Certificated Salaries	\$ -		
9	2100	Classified Personnel Salaries	\$ -		
10	2200	Instructional Aides	\$ -		
11	2300	Administrative Salaries	\$ -		
12	2900	Clerical and other Office Salaries	\$ 15,994		GATE clerical support. Assessment, identification, and parent support
13	3000	Other Classified Salaries	\$ -		
14	4000	Employee Benefits	\$ 27,885		Proportionate benefits for pull-out teacher, clerical support, and psychologist
15	5000	Books and Supplies	\$ 7,850		Supplementary materials for pull-out and self-contained programs: extension activities, software, and other books.
16	6000	Services and Other Operating Expenditures	\$ -	\$ 2,450	Collaboration/articulation support for GATE and regular ed teachers (release time, facilitation costs, etc.)
17	7000	Capital Outlay (including computer equipment)	\$ -		
18		Indirect Costs (maximum 3%)	\$ 3,345		3%
19		Expected GATE Apportionment	\$ 111,493		
		Total Proposed Expenditures	\$ 133,411	\$ 16,050	
20		Carry-over (if any)	\$ -		
21		General Fund addition to GATE Funding (if any)	\$ 21,918		
		Project Funds addition to GATE Funding (if any)	\$ -	\$ 16,050	