

**Site GATE Program Summary**  
**DATE Due: December 5, 2008**

School: Cesar Chavez Elementary School

Location Number: 060

<p><b>Program Design State GATE Standard: 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)</b></p> <p>GATE Team Leader: Angelica Conner                      Telephone extension: x4136                      Email: alopez@sandi.net</p> <p>DAC Representative: Ana Alvarado                      Telephone:                      Email: Gallito73@gmail.com</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Julia Carrillo</p> <p>Position: Principal                      Telephone extension: x2106                      Email: jcarrillo@sandi.net</p> <p><b>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?</b>                  The GATE team will meet during the school year in a vertical level setting as well as grade levels to plan instruction, share strategies, and discuss ways to tailor core subject areas to meet the needs of all the GATE students.</p>	<p>Model A <input type="checkbox"/>                  (Traditional)</p> <hr/> <p>Model B <input checked="" type="checkbox"/>                  (Diversity)</p> <hr/> <p>Model C <input type="checkbox"/>                  (Collaborative)</p> <hr/> <p>Model D <input type="checkbox"/>                  (Individualized)</p> <hr/> <p>Seminar <input type="checkbox"/></p>	<p>Core Curriculum in which differentiation occurs:</p> <p>Literacy/English      X</p> <p>Math                      X</p> <p>Social Studies      X</p> <p>Science                      X</p> <p>Other: _____</p>
<p><b>Identification State GATE Standard: The district's identification procedures are equitable, comprehensive, and ongoing. They reflect the district's definition of giftedness and its relationship to current state criteria. (EC 52202: Title 5 Regulations, Section 3822)</b></p> <p align="center">Grade Level:    ___3___    ___4___    ___5___    ___6___</p> <p align="center">How many GATE identified students are in each grade level?    ___11___    ___8___    ___20___    ___15___</p> <p align="center">How many GATE students <b>do not</b> take at least one GATE class?    ___0___    ___0___    ___0___    ___0___</p> <p>How are your GATE teachers notified of which students in their classes are GATE identified:</p> <p>___ ___ Student names are tagged on class rosters.    ___XX___ A list of GATE students is provided.    ___XX___ Data Director    ___XX___ Other:</p>		
<p><b>Professional Development State GATE Standard: 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)</b></p> <p><b>SDSC Administrative Procedure 4236 requires that "those who teach any GATE class must attend at least one GATE teacher-in-service or conference per year and provide documentation thereof when the school's GATE plan is submitted to the GATE office."</b></p> <p>How many teachers at your site are assigned to GATE classes?    ___6___                      Of those assigned to teach GATE, how many are GATE certified:    ___6___</p> <p><b>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?</b>                  Teachers will have the opportunity to choose to attend the following professional development: ASDEG Conference, CAG Conference, Distinguished Lecture Series, District Discover classes, and professional readings.</p>		

## Section 1: All Schools

**Social and Emotional Development State GATE Standard: 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)**

**How do the teachers at your site balance cognitive learning and affective learning for their GATE students?**

Teachers use a variety of strategies to balance cognitive learning and affective learning: Critical thinking, tiered lessons, curriculum compacting, Socratic Seminar, problem-based learning, and Kohlberg's Theory of Moral Reasoning. GATE students are given opportunities to design lessons and activities to enhance their learning. GATE students are able to choose from a selection of activities that will augment core curriculum.

**What support does your site provide for GATE students who are underachieving, learning the English language, at-risk, and/or double-labeled?**

GATE students fitting into one or more of these groups are supported in small group instruction based on student's areas of need. Ongoing assessments will be analyzed to measure student progress. To ensure student progress, an open communication with the teacher, principal, counselor, and resource specialist will be maintained.

**Parent and Community Involvement State GATE Standard: Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 52202 2f)**

**How does your site involve your DAC representative and/or your GATE steering committee in planning and reviewing your site's GATE program?**

The DAC representative will be invited to attend GATE team meetings and governance meetings held throughout the school year. This will give the DAC representative an opportunity to review the site plan and keep abreast of any GATE events. GATE parents will be informed of special GATE programs and events at the school site and at the district level.

**Program Assessment State GATE Standard: 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 students' performance. (EC 52212a1)**

**How does your site plan to assess the effectiveness of your GATE program during 2008-09?**

To assess the effectiveness of our site's GATE program, the teachers will analyze student progress using some or all of the following: Literacy, Math, and Science Benchmarks; CST and CELDT scores; On-Demand Writing; pre/post-Literacy, Math, and Science end-of-unit assessments.

**Budget State GATE Standard: District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (EC 52209, 52212a1,2,3)**

**Who manages GATE funds, and how are GATE funds distributed for use at your site?**

The principal and the GATE team leader will manage the GATE funds to ensure open and equitable distribution of GATE funds. GATE staff will receive equal parts of the GATE funds to purchase the needed materials to support the GATE program standards.

**How does your site ensure that GATE funds are used to support GATE program standards and that they supplement, not supplant, district funds spent on GATE learners?**

To ensure that GATE funds are used to support the GATE program, our site will be utilizing the "GATE Use of Funds" descriptor sheet from the California Department of Education and the "General Guidelines for Use of GATE Funds" document, also from the California Department of Education.

I understand that this GATE program summary is a public document that will be available on the SDUSD web site.

SIGNATURES ON FILE IN GATE OFFICES.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
DAC Parent Representative Signature

\_\_\_\_\_  
Date