

Regular Board Meeting of August 30, 2006

August 23, 2006

To: Board Members
From: Janet Bernard
Through: Tom Bishop
Subject: Approval of the Gifted and Talented Education (GATE) State Application for 2006-07 Funding

The Education Code requires districts to submit a GATE program description each year to the California Department of Education in order to receive GATE funds. Del Mar Union School District's application was submitted several weeks ago in order to meet the June 15 deadline.

The District expects to receive approximately \$29,677 to help offset staffing costs for the site enrichment teachers who service GATE identified sixth grade students, as well as non-identified advanced learners.

FISCAL IMPACT: \$29,677

RECOMMENDED: Approval of the Gifted and Talented Education (GATE) State Application as Submitted for 2006-07 Funding

*5.1

Proposed Budget Plan for 2006-07

Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	29,677	2,000,000	District and Education Foundation funds support full-time science, technology, art, and music teachers at each site.
2000	Classified Personnel Salaries		7,500	District and site clerical responsibilities to manage the program.
3000	Employee Benefits		216,000	
4000	Book and Supplies (including computer software)		20,000	Software and supplemental materials.
5000	Other Services and Other Operating Expenditures		6,000 2,800	Staff development Otis-Lennon School Abilities Test (Scoring)
	Subtotal	29,677	2,252,300	
6000	Other Capital Outlay (including computer equipment)			
7000	Indirect Costs (maximum of 3 percent, excludes Capital Outlay)		890	Overhead costs to operate (3% of entitlement).
	TOTAL PROPOSED BUDGET	29,677	2,253,190	The Education Foundation contributes 700,000 of this amount.
	Amount of GATE Carryover funds and description how carryover will be spent			

School-Based Coordinated Programs

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

School	GATE Funds	School	GATE Funds
Carmel Del Mar	4,240		
Del Mar Heights	4,240		
Sage Canyon	4,240		
Del Mar Hills	4,240		
Ashley Falls	4,240		
Torrey Hills	4,240		
Sycamore Ridge	4,240		

LEA Name: Del Mar Union

3 COUNTY CODE 7 6 8 0 5 6
 DISTRICT CODE

GATE PROGRAM SERVICES

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (EC 52206) Please indicate the GATE program services the district will provide by placing a check mark in the boxes below and provide a brief description for each.

PROGRAM SERVICES (Select at least one)	Primary	Upper Elementary	Middle School	High School
Special Day Classes:				
Part-time Groupings:				
Cluster Groupings: 5-7 advanced learners are clustered in a classroom	X	X		
OTHER PROGRAM SERVICES				
Acceleration: Students are accelerated based on appropriate instructional levels	X	X		
Honors:				
Advanced Placement:				
International Baccalaureate:				
Independent Study:				
Postsecondary Education:				
Enrichment (Before/After School/Saturday Classes):				
Services for Underachieving Gifted and Talented Pupils: Identified students receive instructional support, Grades 4-6		X		
Services for Linguistically Diverse, Culturally Diverse, and/or Economically Disadvantaged Gifted and Talented Pupils: Students are identified based on teacher and parent recommendation		X		
Other (Special counseling or instructional activity or seminars):				
Other (Specify) _____:				

STUDENT IDENTIFICATION CATEGORIES

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

- Intellectual Ability
- High Achievement
- Specific Academic Ability
- Leadership Ability
- Creative Ability
- Other
- Performing and Visual Arts

PROGRAM NARRATIVE

Provide a narrative that describes the district's GATE program and addresses the criteria in the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students*. Limit responses to four pages for each of the following sections: (1) Program Design, (2) Identification, (3) Curriculum and Instruction, (4) Social and Emotional Development, (5) Professional Development, (6) Parent and Community Involvement, and (7) Program Assessment. Limit responses to one page for Section 8: Budget. Applications are approved for one, two, or three years based on the quality of the plan, in accordance with the criteria adopted by the SBE. For a one-year approval, address Minimum Standards. For a two-year approval, address both Minimal and Commendable Standards. For a three-year approval, address Minimal, Commendable, and Exemplary Standards. Applications may be approved for a five-year approval following a site validation of the application by the California Department of Education.

ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The district's written plan is available for public inspection. (CCR, Title 5, 3831[jj]) Each LEA designates a person with responsibility for the development and implementation of the local program for gifted and talented pupils. (EC 52212[a][3])
2. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. (CCR, Title 5, 3831[b]) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. (EC 52206[c]) The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds. (CCR, Title 5, 3831[c])
3. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. (CCR, Title 5, 3831[j][9]) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the LEA prior to the pupil's participation in the program. (Ibid., [f]) The LEA has a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the LEA from which the pupil transferred. (CCR, Title 5, 3831[j][3]) The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program. (CCR, Title 5, 3831[j])
4. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (EC 52206[a])
5. GATE funds are used solely in support of the purposes of the GATE program described in EC Section 52200. Funds are used to supplement, not supplant existing state and local efforts. The LEA's indirect cost rate is 3 percent or less. (CCR, Title 5, 3870) Each participating LEA shall maintain auditable records. (EC 52212[b])
6. Each LEA submits a program assessment with each renewal of its GATE authorization. (EC 52212[a][1]) The quality of existing programs for gifted and talented pupils is maintained and/or improved. (CCR, Title 5, 3831[d])

ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

1. The school site council has developed a school plan that includes a description of... "instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." (EC 52853[a]) The school site plans have been approved by the local governing school board and are available to the public and the State Superintendent of Public Instruction. (EC 52850)
2. The district governing board determines the portion of the district's grant pursuant to Chapter 8 that will be allocated to schools for inclusion in the school budget. (EC 52857 et. seq.) GATE funds are used solely in support of the school site plan. (EC 52886[c]) Funds are used to supplement, not supplant existing state and local efforts. (EC 52852.5[c])

ATTACHMENT I**GATE PROGRAM EVALUATION**

Local educational agencies (LEAs) are required to develop a plan for evaluating various components of their GATE program including an annual review of pupil progress and administration of the program and procedures for modifying the program based on the annual review. (CCR, Title 5, 38311[j][5][6]) LEAs submitting applications for renewal of their GATE authorization are required to submit a program assessment. (EC 52212[a][1])

LEAs submitting applications for renewal of their GATE program authorization are required to submit a program assessment. The assessment should include data and information related to the following: (1) Review of student academic progress; (2) Review of the administration of the GATE program, and (3) Procedures for modifying the district's GATE program based on the annual review(s).

Provide an evaluation report that includes data and information identified in items 1-3 below. Include any additional data or information related to the district's program evaluation plan identified in Section 7 of the district's previously approved GATE application. (The evaluation report is limited to six pages.)

- 1. Review of Student Academic Progress:** Provide a brief narrative that summarizes data and information related to the academic progress of GATE students utilizing the 2005 Standardized Testing and Reporting (STAR) testing data or analyzing data over multiple years for one or more of the following:
 - Analysis of the academic achievement of GATE students on the California Standards Tests (i.e., percent of GATE students scoring proficient and/or advanced on the STAR testing for English/language arts, mathematics, and science compared to overall district student results. Available at <http://star.cde.ca.gov/star2005/viewreport.asp>.
 - Analysis of the academic achievement of GATE students on the California Achievement Test (CAT 6) for grades three and seven (i.e., percent of GATE students scoring at or above the 50th and/or 75th percentile in reading, language, and mathematics compared to overall district student results. Available at <http://star.cde.ca.gov/star2005/viewreport.asp>.
 - Analysis of the academic achievement of GATE students on local tests compared to results for district students.
 - Other information related to the academic achievement of GATE students.

2. Review of the Administration of the GATE Program: Provide a review of the administration of the GATE program that includes data for one or more of the following:

- Analysis of administrator, teacher, parent, and student satisfaction surveys and/or interviews related to implementation of the various components of the GATE program. (Do not attach surveys.)
- Analysis of the effectiveness of the district's referral and identification methods to ensure that pupils from economically disadvantaged and varying cultural and linguistic backgrounds are provided with full participation in the GATE program including the following:
 - Analysis of GATE student demographics data compared to district student demographic data (available at <http://data1.cde.ca.gov/Dataquest/>).
 - Analysis of socio-economic data for GATE students compared to overall data for district students, i.e., percent of identified GATE students on the Free and Reduced-Price meals program compared to data for overall district students. The 2004-05 district data for student participation in the Free and Reduced-Price Meals program is available at <http://www.cde.ca.gov/ds/sh/sn/freereduced0405.asp>. Data regarding GATE student participation in the Free and Reduced-Price meals program is available at the district.

3. Procedures for Modifying the District GATE Program Based on the Annual Review(s): Provide information regarding the district's plan for modifying the GATE program based on the annual review for each of the various program components listed below. Identify program strengths, needs, and improvement goals.

Section 1: Program Design

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

Section 2: Identification

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

Section 3: Curriculum and Instruction

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

Section 4: Social and Emotional Development

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

Section 5: Professional Development

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

Section 6: Parent and Community Involvement

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

Section 7: Program Assessment

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

Section 8: Budget

- GATE Program Strengths
- GATE Program Needs
- GATE Program Improvement Goals

1. PROGRAM DESIGN

The Del Mar Union School District's educational program is based upon the concept that appropriate services to GATE students are provided through a daily differentiated curriculum. Differentiated instructional lessons include extensions and enrichment in all areas of the curriculum from the Kindergarten level to sixth grade. The District provides over forty different programs and/or activities to develop and nurture individual gifts, talents, and interests. Some activities are grade level specific, while others extend from Kindergarten through the sixth grade. Each activity is described under "Extended Programs" in the District's Strategic Plan brochure. GATE students or Advanced Learners are placed in cluster groups of 5-7 students in the regular classroom. Because our program focuses on meeting individual student needs within the regular program, participation is not restricted by transportation, location, and/or other logistics.

In servicing the needs of gifted learners, classroom teachers focus on addressing and extending the state academic standards on a deeper, more complex level. These services are intended to challenge students to become critical thinkers, creative problem-solvers, and self-confident leaders. Utilizing a variety of technology tools and other site resources, students have many opportunities to apply knowledge and information to complex real-world issues.

Enrichment Teachers are employed at each site to provide advanced and/or accelerated learning opportunities in the areas of science, technology, language music, and art. These specialist teachers collaborate and communicate with classroom teachers on a regular basis to ensure that the out-of-classroom learning experiences are extending and enriching the regular classroom instructional program at a challenging level.

Every teacher is provided with the GATE program guidelines that delineate the philosophy, procedures, and process for student identification. A parent brochure will be developed in 2006-07 and disseminated to parents via the district's website.

The District parent survey includes questions on how the District is meeting the needs of GATE/Advanced Learners. The feedback obtained from this survey provides important input for continuous improvement of the program. The District GATE Advisory Committee will meet at least three times per year to help parents better understand the operational components of the program. Additionally, these meetings will provide further opportunities for parent input and feedback.

At the fall parent conference, teachers and parents work collaboratively to establish yearly academic goals, as well as goals in the affective domain for students. Parents are provided with progress updates at subsequent conferences throughout the year.

Differentiated instruction occurs at all sites in the District and is an integral part of the school day. Flexible grouping takes place within all classrooms in the form of various instructional strategies including guided reading, literature circles, accelerated math groups, and language arts groups.

The District will continue to provide time for teacher collaboration on a monthly basis to enable teachers to share instructional strategies from several books written by the curriculum differentiation expert, Carol Tomlinson.

The GATE program is articulated with the general education program through the District Strategic Plan. The planning process includes all stakeholders—teachers, parents, community members, administrators, and school board members. Meeting the needs of all learners, including GATE students, is an ongoing focus for the District Strategic Planning Team.

Each school site has ongoing grade level articulation/planning meetings called professional learning communities. These meetings and the regular staff meetings will continue to serve as opportunities to review and discuss the needs of all students, including GATE/Advanced Learners.

The site Vision for Excellence Strategic Plan is a single plan which incorporates student data, achievement goals, and schoolwide strategic planning goals to support student learning. This plan is intended to help every student maximize learning and achievement. Each year, the Plan is evaluated and modified as part of the strategic planning process. Meeting the continuing needs of gifted or advanced learners is a focus area for instruction at all sites.

2. IDENTIFICATION

The Del Mar Union School District *formally* identifies GATE students at Grade 6 who demonstrate exceptional strengths in the following areas:

- High Achievement
- Specific Academic Ability
- Intellectual Ability

Leadership strengths are also included in the identification process as a consideration in each of the above areas.

In order to be formally identified as GATE under intellectual ability, specific academic ability or high achievement areas, a 6th Grade student must meet the following criteria:

High Achievement/Specific Academic Ability

1. Score at the 98th percentile or above in Reading/Language Arts or Math on a norm-referenced test

OR

2. Score at the Advanced Level with a scaled score equivalent to the 98th percentile in English/Language Arts or Math on the California Standards Tests (E/LA scaled score 520-600; Math scaled score of 540-600)

AND

3. Student Study Team Recommendation and parent recommendation based upon student performance in the core academic areas and data results from other District assessments

OR

Intellectual

1. Score at the 98th percentile on a cognitive abilities test

AND

2. Student Study Team Recommendation and parent recommendation based upon student performance in the core academic areas and data from other District assessments.

6th Grade students with certain learning disabilities may be identified as GATE based upon the following criteria:

High Achievement/Specific Academic Ability

1. Score at the 85th percentile in Reading/Language Arts or Math on a norm-referenced test

OR

2. Score at the Proficient Level in English Language Arts or Math on the California Standards Test with a scaled score equivalent to the 85th percentile

OR

Intellectual

1. Score at the 97th percentile on a cognitive abilities test

AND

2. Student Study Team Recommendation and parent recommendation based upon student performance in the core academic areas and data from other District assessments

The District is also committed to serving students who demonstrate superior intellectual ability, yet are not able to apply their aptitude effectively in acquiring a commensurate level of academic knowledge. All students in the district are screened to determine the relationship between their aptitude and achievement level. Those students scoring at or above the 98th percentile on a cognitive test and statistically significantly lower (2 standard deviations) on a norm-referenced test or below proficient on the California Standards Tests in language arts or math, are identified for the GATE "Reinforce, Extend, and Challenge Program" (REACH). These high potential but underachieving students are then evaluated on their classroom performance. Students who meet both the statistical criteria and the practical classroom criteria are identified as underachieving GATE students and are included in the REACH Program.

The following goals have been developed to support students with a REACH designation:

- To motivate and provide additional support and guidance for underachieving GATE students
- To improve skills and performance in the basic academic areas
- To stimulate, maintain, and challenge individual giftedness, interest and talent
- To provide additional opportunities to investigate, produce, and seek creative solutions
- To develop ways to effectively communicate ideas
- To create an environment that will enhance self-esteem
- To facilitate the development of attitudes of sensitivity toward others, personal responsibility, and higher ethical standards

The District upholds the philosophy that students coming from diverse cultural, ethnic, linguistic, or educational background may not be able to fully demonstrate their intellectual and/or academic potential on standardized assessment instruments. Therefore, the Teacher Nomination Form allows for the classroom teacher, who is most familiar with the student, to identify students with a diverse background, including those students from economically disadvantaged backgrounds, to be afforded special consideration. The school site GATE Identification Committee (Student Study Team) discusses and considers each of these students on an individual basis, with an emphasis upon individual need and the benefit of extended learning opportunities to the student.

The school psychologist is responsible for coordinating the identification process, which includes all communication with parents and teachers. Parents must sign a permission slip for their child to participate and have the right to decline participation. Copies of the students identification form are maintained in the school files at each site. As stated before, a parent brochure will be developed to provide information regarding the nomination, identification, placement, and participation options. This information will also be posted on the District's website.

All 3rd Grade students are administered the Otis-Lennon School Abilities Test (OLSAT). Students who are new to the District at grades 4, 5, 6 are also administered the OLSAT. This cognitive assessment is used in conjunction with the California Standards Tests to form the basis for identifying advanced learners and/or identified GATE students at Grade 6. Teacher and parent input is also critical to the identification process, as well as additional assessment data (writing samples and other formative test data).

3. CURRICULUM & INSTRUCTION

The Del Mar Union School District uses District Curriculum Leadership Teams to review the core curriculum and to ensure that instructional materials being adopted are completely aligned with the state standards. All materials being reviewed are part of a comprehensive process which includes assurances of challenging and extended learning opportunities in the adopted materials.

Using District developed grade level curriculum maps aligned to the state standards, teachers design a yearly program that differentiates the curriculum to meet the instructional needs of all learners. The curriculum in each classroom focuses on the use of thematic teaching, the development of key concepts and generalizations and using real world issues to develop critical problem-solving skills. Using questioning strategies to promote higher level thinking, students have a variety of open-ended learning activities to enrich and expand cognitive development.

By providing depth, complexity and novelty to daily instructional lessons, advanced learners/GATE students are motivated to stay engaged in their learning. Through the use of learning centers, individualized learning contracts, compacting, tiered assignments, high-level questioning, and flexible skills grouping, teachers are able to meet the unique needs of their advanced learners.

Students have many opportunities to present created products to student, parent and community audiences. Writing exhibits, art exhibits, musical performances, project demonstrations, technology demonstrations, and county competitions are just a few of the many activities in which GATE students may choose to participate. Performance based assessments are an integral part of assessing GATE student progress and achievement on a daily basis. Sites purchase supplemental resource materials to support the differentiated curriculum as outlined in the school plan. Two resources are used extensively to design the differentiated instructional program: How to Differentiate in Mixed-Ability Classroom by Carol Tomlinson and Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner. In addition, the Del Mar Education Foundation provides funding to help support full-time enrichment teachers at each site. The enrichment teachers support GATE students by providing special advanced learning opportunities to extend and enrich the curriculum.

A variety of supplemental materials are available to teachers when enrichment and/or acceleration is appropriate for a specific curricular area. Word Masters,

Leveled Readers, Wordly Wise, Math Olympiad, and Continental Math League are just a few of the many available resources. The differentiated curriculum provides for continuous progress for students at all levels.

Utilizing differentiated instructional strategies within the frameworks of the state academic standards enables teachers to engage students in a wide variety of learning experiences. The use of student interest surveys as well as curriculum compacting provide teachers with greater information on each student. Teacher training on the use of various instructional strategies is an ongoing focus as the District pursues the highest quality of best instructional practices.

Technology plays an important role in the implementation of the GATE program in the Del Mar Union School District. Besides classroom computers, each site has a functioning computer lab with a full-time credentialed technology teacher. Advanced learners and GATE students learn computer programs such as PowerPoint, Hyperstudio, Digital Scrapbooking, Garage Band, and how to create i-Movies. Each site also produces news broadcasts that are aired throughout the school. GATE and advanced learners are frequently writing, producing, and delivering these broadcasts. These activities enable students to enrich their skills in the areas of writing, speaking and technology.

4. SOCIAL AND EMOTIONAL DEVELOPMENT

The Del Mar Union School District believes that goals and objectives of the District GATE Program are based on the **needs** of individual students. Goals are developed collaboratively by the student, parent, and the teacher in the fall of each year. Goals may include activities that will strengthen the social and/or emotional needs of students.

GATE student needs are assessed through the Student Study Team (SST). All students, including GATE students in the DMUSD, are reviewed by the teacher every eight weeks for possible referral to the SST. The SST's primacy focus is to develop goals for positive development in the areas of behavior, social skills, academics, and cognition. Supportive services from the counseling intern or psychologist may be recommended by the SST. Recommendations may include modifications of instructional strategies within the classroom. Plans are also based on the SST team's review of student portfolios, teacher observations, parent observation and input, classroom and school test records, and learning style.

All gifted and talented students are expected to develop:

- To their fullest potential
- Sensitive and responsible relationships with others
- Leadership skills to demonstrate a commitment to constructive involvement in society and constructive ethical standards
- Self-generating problem-solving abilities to expand each students' awareness of solutions
- A realistic, healthy self-concept

These qualities and skills will be accomplished through:

- Encouraging students to think divergently, develop multiple solutions to problems and situations, and to exercise leadership and cooperative roles
- Providing students with motivating opportunities in alternative and differentiated learning environments and activities that reflect and develop their abilities
- Developing in students a positive self-concept; sensitivity and responsibility to others; and constructive ethical standards contributing to a healthy society.

Character education also plays a key role in the social and emotional development of GATE/advanced learners. Through the adoption and implementation of the Character Counts! program districtwide, all students are learning to appreciate each other's unique gifts. The District is also purchasing the PeacePartners program to provide students with the skills necessary to resolve conflict, deal with bullying behavior, and to make responsible decisions. All staff will be trained so that an environment which fosters respect and appreciation for differences will be a cultural norm for each school.

GATE students in need of social or emotional support have access to the school psychologist. Strong communication with parents is maintained while services are being rendered. The psychologist is able to provide a safe environment for listening, sharing, and helping students to make connections in a positive way. If the school psychologist and site principal believe there is a need for more comprehensive counseling, appropriate recommendations are made to parents.

The total well-being of the GATE student is the most important goal of our program.

5. PROFESSIONAL DEVELOPMENT

The Del Mar Union School District is committed to providing staff development to teachers, parents, and administrators in the area of gifted education. Training will continue to focus on the differentiated curriculum model which supports meeting the needs of gifted learners. The staff development over the next several years will continue to center on understanding the unique characteristics of gifted learners and their academic as well as social/emotional needs. Additional staff development opportunities on related topics will be provided after a needs assessment is conducted during the 2006-07 school year.

National consultants Susan Winebrenner and Pat Wolfe have presented four full-day workshops in the District to help teachers and administrators better understand the needs of gifted learners. Experts from the San Diego County Office of Education will be used to provide additional training on all aspects of gifted education as the District continues to move forward with improving services to GATE/advanced students.

Teachers in the Del Mar Union School District are very proactive in seeking professional development to improve their knowledge and skills. The site Vision for Excellence Strategic Plan provides funding allocations for teacher seminars and conferences. Teachers are encouraged to attend workshops sponsored by the California Association of the Gifted and local universities. Participating teachers are expected to share their new learnings with their grade level team as part of the professional learning communities work.

All district staff development activities will be documented through the use of a sign-in form, agenda, and evaluation summaries. The evaluation summaries will be used to determine next steps and/or changes needed with staff development offerings.

Whenever possible, identified teacher leaders in the District with curriculum differentiation expertise will be used to train teachers.

6. PARENT AND COMMUNITY INVOLVEMENT

Parent participation is essential to the success of the GATE program. It is important for parents to understand how GATE services are provided as well as understand the specific instructional strategies being implemented in their student's

classroom. A GATE program orientation will be provided to parents to explain the program, process for identification, and how parents may be included in yearly planning, implementation, and evaluation. Teacher leaders and school psychologists will be used to help parents better understand the social and emotional needs of students.

The District's GATE Guidelines and philosophy will be included in a parent brochure to be developed during the 2006-07 school year. The District will continue to post information and resources on gifted education on its website.

The Del Mar Union School District believes that the GATE student, parent, and teacher should develop goals that will meet the needs of the individual student. At the October parent teacher goal-setting conference, a plan will be developed to include the extended activities that the student will participate in for the year. The teacher, parents, and student must mutually approve the planned activities. The plan is reviewed at the mid-year and at an end-of-the-year conference to ensure that the student has progressed and has successfully completed his/her plan and is developing as a result of the activities.

Each of the six School Site Councils serves as a Site GATE Advisory Committee. Each site will identify objectives that relate meeting the needs of GATE/advanced learners and include them in the Site Plan. The objectives will be assessed annually and reviewed for modification at least every three years. The School Site Council meets monthly at each school site and is comprised of the site principal, teachers, a classified employee, and parents representing special populations, including GATE. The approved District application will be posted on the District website.

7. PROGRAM ASSESSMENT

In addition to the Site GATE Advisory Committee (Site Council) the District GATE Advisory Committee will continue to address the needs of gifted learners Districtwide. This committee will also serve as a bridge between the District and the middle schools which are part of the San Dieguito School District. It is important that the District articulates our program offerings to ensure that GATE students are prepared for advanced level work at the middle school level.

The District's Parent Survey is part of the District's ongoing review of GATE services. Results of the survey indicate that 90% of parents agree that their students are being provided challenging experiences. Ninety-five percent of the

parents agree that teachers have high expectations for their students. Overall, Del Mar parents believe that teachers are very responsive to the academic and affective needs of their students. All recommended modifications and changes to the District plan will be agreed upon by the District GATE Advisory Committee, Site Enrichment Teachers, principals, and classroom teachers.

Student growth and progress will be determined through the use of the:

- Standards-based report cards
- California Standards Tests
- California Achievement Tests
- Developmental Reading Assessment
- Standards-Based Assessment for Language and Learning
- District Writing Assessment
- Performance assessments
- Sixth Grade Consortium Writing Assessment

The enclosed document – 2005 Standardized Testing and Reporting (STAR) Program report details the outstanding academic performance and progress by all Del Mar students.

8. BUDGET

The District receives very limited funding to support services for advanced learners/GATE students. The District supplants the state funding by over two million dollars to ensure that all student needs are being met. Each site receives an equal portion of the yearly GATE entitlement to help support the costs of the full-time enrichment teachers in art, music, science, and technology. The District absorbs all costs for consultants, materials, testing, clerical support, and other related necessary expenditures.

August 22, 2006

To: Board Members
From: Janet Bernard
Through: Tom Bishop
Subject: Approval of Resolution No. 2006-18 Regarding the Sufficiency of Instructional Materials for the 2006-07 School Year, as Required by Education Code Section 60119

Resolution 2006-18 is presented this evening for the Board's approval. Approval of this resolution allows the District to secure textbook funding from the state.

Resolution 2006-18 incorporates additional language specified in the Williams settlement of 2004, which specifically identifies curriculum framework texts in various subject areas, and requires school districts to confirm sufficiency of materials in these subject areas.

FISCAL IMPACT: No additional expenses.

RECOMMENDED: The Superintendent Recommends Approval Resolution No. 2006-18 Regarding the Sufficiency of Instructional Materials for the 2006-07 School Year, as Required by Education Code Section 60119.

*5.2

Resolution 2006-18

Resolution 2006-18 of the Board of Trustees of the Del Mar Union
School District Regarding the Sufficiency of Instructional Materials
for the 2006/2007 School Year

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, in order to receive state instructional materials funds, the Governing Board is required by Education Code Section 60119 to hold a public hearing and adopt a resolution determining that each pupil has sufficient textbooks or instructional materials in each of the following subjects that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education: mathematics, science, history-social science, English/Language Arts, including the English language development.

WHEREAS, as part of the hearing required, the Governing Board must also make a written determination as to whether each pupil enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the state board for those subjects.

WHEREAS, "sufficient textbooks or instructional materials" means that each pupil, including English learners, has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. This does not require two sets of textbooks or instructional materials for each pupil.

THEREFORE BE IT RESOLVED, that the Governing Board of the Del Mar Union School District hereby determines, as required by Education Code Section 60119, that the school district has sufficient instructional materials for each pupil in the following areas:

1. Mathematics
2. Science
3. History-Social Science
4. English/Language Arts, including the English language development component of an adopted program
5. Health

PASSED AND ADOPTED by the Governing Board on August 30, 2006 by the following vote:

AYES:

NOES:

ABSENT:

August 22, 2006

To: Board Members
From: Janet Bernard
Through: Tom Bishop
Subject: Approval of the Statement of Assurance, State
Instructional Materials Funding for
the 2005-06 Fiscal Year

Every year all school districts and county offices of education in California must provide a written statement of assurance to the Superintendent of Public Instruction regarding the purchase of instructional materials. This statement certifies that all purchases of instructional materials have been made in accordance to state law and applicable rules and regulations adopted by the State Board of Education.

The 2005-06 Statement of Assurance was submitted to the California Department of Education in order to meet the August 14, 2006 deadline.

FISCAL IMPACT: None at this time.

RECOMMENDED: The Superintendent Recommends Approval of the
Statement of Assurance, State Instructional Materials
Funding for the 2005-06
Fiscal Year

*5.3



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: (916) 319-0800

July 3, 2006

Dear County and District Superintendents of Schools:

**STATEMENT OF ASSURANCE
STATE INSTRUCTIONAL MATERIALS FUNDING
FISCAL YEAR 2005-06**

California *Education Code (EC)* Section 60242.5 states that all purchases of instructional materials made from allocations from the State Instructional Materials Fund shall conform to law and applicable rules and regulations adopted by the State Board of Education. The superintendent of each school district and county office of education must provide a written assurance of conformance to the State Superintendent of Public Instruction (SSPI). Failure to file a written assurance will delay the release of fiscal year 2006-07 funds from the State Instructional Materials Fund to the local educational agency. Most recently, allocations from the State Instructional Materials Fund have been made in support of the Instructional Materials Funding Realignment Program (IMFRP) and for the purchase of instructional materials in schools ranked in deciles one and two, as provided for in legislation that implemented the *Williams* settlement.

An overview of the program requirements, including a link to the regulations contained in Title 5 of the *California Code of Regulations* (Division 1, Chapter 9, Subchapter 1, Article 2.3, Section 9531), can be found on the California Department of Education Internet at <http://www.cde.ca.gov/ci/cr/cf/imfrpintro.asp>. Additional requirements resulting from legislation that implemented the *Williams* settlement are available at <http://www.cde.ca.gov/ci/cr/cf/williamsimfaq.asp>.

The enclosed "Statement of Assurance" form for fiscal year 2005-06 is being mailed directly to county offices and school districts and will also be available on the California Department of Education Internet at <http://www.cde.ca.gov/fq/aa/ca/imfrp.asp>. The form is required of each school district and county office of education that received allocations from the State Instructional Materials Fund for fiscal year 2005-06 or spent carryover funds from previous instructional materials programs. Each local educational agency should return a completed Statement of Assurance by **August 14, 2006**, to:

**Shirley Burkett
Categorical Programs Unit
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814**

July 3, 2006
Page 2

If you have any questions, please contact Shirley Burkett, Fiscal Analyst, Categorical Programs Unit, at (916) 323-1385 or by e-mail at sburkett@cde.ca.gov, or Cynthia Wong, Staff Services Manager I, Categorical Programs Unit, at (916) 323-1314 or by e-mail at cwong@cde.ca.gov.

Sincerely,



Scott Hannan, Director
School Fiscal Services Division

Enclosures
SH:seb



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE (916) 319-0800

**STATEMENT OF ASSURANCE
STATE INSTRUCTIONAL MATERIALS FUNDING
FISCAL YEAR 2005-06**

County/District Code:

37 68056

County Office of Education Name: SAN DIEGO COUNTY OFFICE OF EDUCATION

School District Name: DEL MAR UNION SCHOOL DISTRICT

California *Education Code* Section 60242.5 requires the superintendent of each school district and county office of education to provide a written assurance to the Superintendent of Public Instruction that all purchases of instructional materials for fiscal year 2005-06 conform to law and the applicable rules and regulations adopted by the State Board of Education for the programs listed below.

- a) Instructional Materials Funding Realignment Program for fiscal year 2005-06, and carryover funds from prior years
- b) Instructional Materials carryover funds related to the *Williams* settlement for fiscal year 2004-05
- c) K-8 Instructional Materials Program carryover funds

This form will serve as a statement of assurance for the three programs.

County Office of Education/School District Superintendent Certification: *I hereby certify that, to the best of my knowledge and belief, the above-named school district or county office of education has adhered to all laws and regulations regarding the expenditure of instructional materials funding.*

THOMAS F. BISHOP

County/District Superintendent (Print Name)

Thomas F. Bishop (T.B.)

County/District Superintendent (Signature)

8/14/06

Date

JANET L. BERNARD ASSISTANT SUPERINTENDENT (858) 755-9301 ext. 3693

Contact Person

Telephone Number

Please submit Statement of Assurance form by **August 14, 2006**, to:

**Shirley Burkett
Categorical Programs Unit
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814**