Elementary Advanced Learning and GATE Program
Board Report
Santa Barbara Unified School District
October 2019

Overview
The Santa Barbara Unified School District's philosophy is that all students will reach their full potential through programs designed to meet their needs. The Advanced Learning Program is designed to meet the needs of those students who demonstrate exceptional intellectual capability, and have been identified as gifted and/or greatly exceed grade level expectations. Through differentiated instruction, advanced learning students have equal access to the core curriculum and opportunities to not only meet, but to exceed grade level standards.

Goals of Program
- Increase the application of critical thinking and problem-solving abilities
- Promote social-emotional well-being
- Stimulate creative abilities
- Motivate students to reach their highest potential
- Meet student needs through flexible grouping and opportunities that promote intellectual peer interaction
- Address the needs of a diverse student population

Identification for GATE Program
Santa Barbara Unified School District administers the Cognitive Abilities Test (CogAT) to all second grade students (opt-out is available). The CogAT is an assessment that measures general reasoning abilities in three domains: verbal, quantitative, and nonverbal. The CogAT measures students' abilities to apply their reasoning skills to verbal, quantitative, and non-verbal tasks, but is not considered an IQ test. Results of the CogAT are combined with additional known data and information about students in order to understand learning needs of individual students, as well as to determine how to differentiate or modify curriculum through approaches to differentiation.

Additionally, Santa Barbara Unified School District applies local norms in order to bring about more equitable results in identification. Local qualifying scores for English-only students, require an overall composite score of 95% or greater. Local qualifying scores for English learners, require an overall composite score of 93% or greater. Retesting does occur on a limited basis in grades 3-5.

Program Models
Santa Barbara Unified School District provides cluster classes with flexible grouping throughout the day for GATE-identified students in 3rd through 6th grades on all campuses and homogeneous clustering of GATE identified students at the District's GATE Magnet program, located at Washington Elementary.

Cluster Model
In this model, GATE-qualified students are clustered together in their respective grade-level class and receive differentiated instruction as part of their instructional day. The teachers of these identified students organize differentiated learning activities that allow students to extend

and deepen learning in the core curriculum. Students are integrated with non-GATE students throughout the school day, but grouped strategically according to learning targets.

Magnet Model

The exception to this cluster model exists at Washington, where the District's GATE Magnet Program is housed. In the Magnet program, students are homogeneously grouped in a self-contained, full-day GATE classroom beginning in Grade 3 and remain in self-contained classrooms through grade 6. Still, there are scenarios where cluster models are employed at Washington whenever capacity in a GATE classroom has been reached. In order to be seated in the GATE magnet, parents and families of qualified students entering Grade 3 participate in a lottery. Priority is not extended to Washington students and families who must enter the lottery for a seat in the Magnet class. For example, Grade 3 at Washington hosts a self-contained classroom and a cluster model in the 2019-2020 school year.

Research of Best Practices to Meet the Learning Needs of GATE-identified Students

Students identified as gifted benefit from the explicit teaching of GATE standards: depth, complexity, acceleration and novelty.

- ***Depth***
  Depth is studying the core curriculum more deeply. Differentiation using depth involves studying a topic in greater detail (deceleration).
- ***Complexity***
  Complexity involves moving beyond a surface level understanding. Differentiation using complexity involves extending the content to the study of issues, topics, and themes.
- ***Acceleration***
  Acceleration of thinking involves differentiating the core curriculum to provide challenge beyond the core content.
- **Novelty**
  Novelty provides inquiry and exploration into the core curriculum. Differentiation using novelty gives students opportunities to create.

Supports for GATE Instruction and Learners

SBUnified/UCSB GATE Certification Course

SBUnified has partnered with UCSB Extension to offer GATE Certification classes. The purpose of the course is to provide an overview of the critical topics in the education of gifted students that teachers need to understand in order to deliver world-class instruction to this special population. Additionally, in response to the realities of today's classrooms—greater student diversity and increased academic rigor—teachers will develop a professional learning community with a focus on their common goal of meeting the needs of gifted students.

Project Reach Each

SBUnified has been offered a chance to participate in USC and the Department of Educations' Project Reach Each. Dr. Sandra Kaplan, world renown GATE expert, is overseeing the project and will support teachers in addressing the literacy needs of Gifted students in the 21st century. This research based project seeks to affect: "1) Perceptions of giftedness and gifted behaviors that are inclusive of the continuum of abilities and reflective of the diversity of California's student population. 2) Philosophy of services shifting from separately defined programs for the gifted to services within heterogeneous classrooms affecting the academic achievement and

growth of each student. 3) Knowledge and expertise of teachers concerning the teaching and learning of the gifted and the recognition of gifted behaviors expanding to all rather than a few professional educators. 4) Evidence that differentiated curriculum designed based on the characteristics of the gifted can facilitate intellectual growth in each student." The premise is that, "when strategic and purposeful attention is paid to EACH student's curiosity, interest, and engagement, students can meet the demands of the CCSS (standards and assessments) AND develop into motivated, critical readers. These are the ultimate goals of project Reach EACH," and they align with the district's instructional focus.

Strengthen Teachers Collective Efficacy in Reaching the Needs of GATE learners
SB Unified will continue to support professional learning experiences for teachers, leaders and staff to improve direct services for gifted learners. These will include those found locally, regionally or statewide. For example, this year, the district has or will support the participation of district teachers at the annual conference hosted by the California Association for the Gifted (CAG), USC Summer Gifted Institute: A Learning Center Approach to Differentiation, and the Gifted Guild Gathering, and the Tri-County Colliquiem.

Differentiation
District focus on Balanced Literacy (Reading & Writing Workshop) over the past three years has provided an instructional framework for differentiation. A Balanced Literacy model is characterized by explicit skill instruction through the use of authentic texts. Furthermore, there is a gradual release of learning from teacher to student as students gain greater competencies and develop stronger literacy skills. Literacy Coaches and district Differentiation Specialist have supported in implementation and differentiation efforts in classrooms across elementary schools. Furthermore, there has been an emphasis in other content areas on curricular approaches that provide opportunities for hands-on, rigorous learning, as is the case in the district's transition to Full Option Science System (FOSS) in grades K-5.

Learning Progressions
District staff, in collaboration with teacher PLCs, have developed Learning Guides in Grades TK-6, which serve to articulate learning progressions through and across content. These Learning Guides also serve to provide clear points of integration across content. District Teachers on Special Assignment (TOSAs), Literacy Coaches and Library Media Specialist have all played a vital role in developing the Learning Guides and support their implementation with diverse learners. These Learning Guides provide a foundation upon which to differentiate curriculum for gifted learners.

Intentional and targeted collaboration
The district will also continue to support facilitation of teacher teams and PLCs on a school-based & Districtwide basis.

Communication
District staff will focus on ensuring that information about GATE programs are updated and current in order to improve communication with parents & families about meeting the needs of gifted learners.

Appendices:

GATE- All Students (Grades 3-6)

	Enrollment Total	Enrollment Gr. 3-6	GATE Identified Students	Non-GATE Identified Students	GATE Identification Rate
Adams Elementary School	591	321	29	292	9%
Cleveland Elementary School	316	177	*	173	2%
Franklin Elementary School	525	291	17	274	6%
Harding University Partnership School	374	198	18	180	9%
McKinley Elementary School	312	205	11	194	5%
Monroe Elementary School	402	232	20	212	9%
Roosevelt Elementary School	522	277	17	260	6%
Santa Barbara Community Academy	241	147	10	137	7%
Washington Elementary School	600	376	130	246	35%
Total	**3883**	**2224**	**256**	**1968**	**12%**

GATE- Socio-Economically Disadvantaged (SED) Students (Grades 3-6)

	Enrollment Total	Enrollment Gr. 3-6	GATE Identified Students	Non-GATE Identified Students	GATE Identification Rate
Adams Elementary School	591	171	12	159	7%
Cleveland Elementary School	316	157	*	154	2%
Franklin Elementary School	525	269	17	252	6%
Harding University Partnership School	374	177	18	159	10%
McKinley Elementary School	312	191	11	180	6%
Monroe Elementary School	402	161	*	152	6%
Roosevelt Elementary School	522	99	*	94	5%

	Enrollment Total	Enrollment Gr. 3-6	GATE Identified Students	Non-GATE Identified Students	GATE Identification Rate
Santa Barbara Community Academy	241	134	10	124	7%
Washington Elementary School	600	156	30	126	19%
Total	**3883**	**1515**	**115**	**1400**	**8%**

GATE- Students with Disabilities (SWD) Students (Grades 3-6)

	Enrollment Total	Enrollment Gr. 3-6	GATE Identified Students	Non-GATE Identified Students	GATE Identification Rate
Adams Elementary School	591	37	*	36	3%
Cleveland Elementary School	316	34	*	34	
Franklin Elementary School	525	55	*	54	2%
Harding University Partnership School	374	25	*	24	4%
McKinley Elementary School	312	32	*	32	
Monroe Elementary School	402	56	*	53	5%
Roosevelt Elementary School	522	31	*	29	6%
Santa Barbara Community Academy	241	15	*	15	
Washington Elementary School	600	51	*	46	10%
Total	**3883**	**336**	**13**	**323**	**4%**

GATE- Multilingual Students (EL, IFEP, RFEP) Students (Grades 3-6)

	Enrollment Total	Enrollment Gr. 3-6	GATE Identified Students	Non-GATE Identified Students	GATE Identification Rate
Adams Elementary School	591	170	17	153	10%
Cleveland Elementary School	316	127	*	126	1%
Franklin Elementary School	525	228	16	212	7%
Harding University Partnership School	374	158	15	143	9%
McKinley Elementary School	312	177	11	166	6%

Monroe Elementary School	402	97	*	92	5%
Roosevelt Elementary School	522	90	*	87	3%
Santa Barbara Community Academy	241	118	10	108	8%
Washington Elementary School	600	101	30	71	30%
Total	**3883**	**1266**	**108**	**1158**	**9%**

GATE- Latinx Students Students (Grades 3-6)

	Enrollment Total	Enrollment Gr. 3-6	GATE Identified Students	Non-GATE Identified Students	GATE Identification Rate
Adams Elementary School	591	244	16	228	7%
Cleveland Elementary School	316	165	*	163	1%
Franklin Elementary School	525	255	17	238	7%
Harding University Partnership School	374	170	15	155	9%
McKinley Elementary School	312	200	11	189	6%
Monroe Elementary School	402	179	*	170	5%
Roosevelt Elementary School	522	147	*	145	1%
Santa Barbara Community Academy	241	142	10	132	7%
Washington Elementary School	600	160	34	126	21%
Total	**3883**	**1662**	**116**	**1546**	**7%**

GATE- White Students (Grades 3-6)

	Enrollment Total	Enrollment Gr. 3-6	GATE Identified Students	Non-GATE Identified Students	GATE Identification Rate
Adams Elementary School	591	69	13	56	19%
Cleveland Elementary School	316	*	*	*	33%
Franklin Elementary School	525	12	*	12	

Harding University Partnership School	374	20	*	19	5%
McKinley Elementary School	312	*	*	*	*
Monroe Elementary School	402	45	11	34	24%
Roosevelt Elementary School	522	113	12	101	11%
Santa Barbara Community Academy	241	*	*	*	*
Washington Elementary School	600	193	85	108	44%
Total	**3883**	**464**	**124**	**340**	**27%**

Resources

California Association for the Gifted

National Association for the Gifted