LCAP Goal 1: Closing the Achievement Gap with High Expectations for All. All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

- *"All" includes gifted students. Don't forget them.*
- *Not all GATE students are successful high achievers.*
- *Some may also be struggling and under-performing.*
- *Approx 5% of GATE identified students also have an IEP so are twice-exceptional (2e)*
- *if they belong to another under-represented group they may even be 3e (i.e., Gifted, Special Education, and Low Income)*
- *Not all students who are twice-exceptional (2e) have been formally assessed (either for SpEd or for GATE) b/c their conditions may mask one another. So their complex and interacting special needs likely aren't being met.*
- *The Gifted may also belong to multiple student groups, because being gifted is a cross-cutting issue e.g., Gifted students may also be African American, Latinx, Low Income, ELL, LGBTQIA or foster youth*
- *Access to GATE programs is still very uneven, with the most GATE-identified students in affluent and Caucasian-dominated clusters and the fewest in low-income, non-Caucasian dominated.*
- *The GATE office closed and support staff positions eliminated in 2017 – how are the needs of under-performing GATE students being tracked and met?*
- *There are over 20,000 GATE students in the District. How do we even know if they are being given appropriate services to meet their special needs?*
- *Underachievement used to be a factor considered in the Multi-Factor Eligibility Matrix (MFEM) that was developed in 2015 by our District to identify students eligible for GATE but that is no longer the case. Yet a subset of gifted students are under-achievers who may be screened out of the GATE program because they may perform unevenly in academics and also on the CogAT test.*
- *The CogAT screening test that is currently being used by the District may be biased against 2e students, who tend to score unevenly in the 3 parts of the test (thus depressing their overall composite score which is so heavily weighted in the MFEM). Such uneven subscores can be flagged for further investigation, yet the District is not doing so. The test publisher itself recommends this type of flagging and follow-up in its guidance documents. This needs to be addressed.*
- *How many school sites have eliminated their GATE Cluster and Seminar programs since the new site-based model was implemented? Who is monitoring that? What reasons are being given for eliminating GATE classes? Do Principals have the power to unilaterally eliminate GATE without any consultation or oversight with either the Office of Leadership & Learning (OLL) or GATE DAC?*

- *The guidance in the GATE binder is not being followed by some Principals. Some Principals claim not to know of its existence or have trouble finding it online*
- *GATE DAC should be involved in annually reviewing and/or updating the GATE resource binder (and in reviewing District GATE data, per the bylaws).*
- *How is the District collecting feedback from Principals and parents on the efficacy of this new site-based model?*

LCAP Goal 2: Access to Broad and Challenging Curriculum
Students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to and skill in applying technologies to leverage learning, assuring readiness for a full range of post-graduation options.

- *Gifted students in the District do not have "equitable access" to a rigorous and challenging curriculum. The District's policy is exacerbating that inequity. GATE DAC knows how to address it, and has made those recommendations to the District but they are not being enacted.*

- *This matters because being gifted (defined as having significant learning differences) is a cross-cutting issue and by denying access to the specialized education they need, the District is handicapping already under-served student populations who they claim to be trying to help. This problem needs to be fixed. The LCAP needs to include strategies to fix it.*

- *Despite the overhaul of the testing & identification process implemented in 2015-16 District data reveal that in 2018-19 the percentage of Seminar-identified students in Scripps Ranch and La Jolla clusters is about 16% but in the Crawford and Hoover clusters which have over 90% FRPL (free & reduced-price lunch) it is only 1.6%. This is not equitable.*

- *Since the new test was implemented, the percentage of Seminar-identified students has tended to rise in clusters such as Scripps Ranch, La Jolla & Mission Bay, but has fallen everywhere else, particularly in the clusters with the highest levels of FRPL.*

- *"All students" are NOT getting equitable access to GATE.*

- *In fact, Principals are quietly shutting down their GATE programs with no oversight or accountability. That is not acceptable – the rationalization that Common Core (or AP classes) will meet the needs of the gifted learner has been debunked by the National Association for Gifted Children and the California Association for the Gifted.*

- *Will advanced math students (such as many GATE students are) continue to have access to advanced math classes, since the District is considering de-tracking the math curriculum?*

- *Will GATE students have access to acceleration (either by grade or by subject) so they aren't held back if they are performing well above grade level?*

- *How are Principals demonstrating that their GATE programs are actually "improving" and are not being watered-down or eliminated? Who is tracking that?*

- *Simply administering the CogAT to 2nd graders does not ensure that GATE instructional strategies are actually being implemented after the identification step is finished. Many schools are claiming that just because the teacher is GATE certified, they are actually implementing GATE instructional strategies in all their classrooms on a regular basis, yet anecdotal evidence from many*

students (and some teachers) indicate that is not so. How is this being tacked, and by whom?]

- *What specific steps is the District taking and what data are they reviewing annually to track and validate that ELL, Foster Youth and Low Income Students are actually being identified and provided with appropriate GATE services?*
- *How is that being reported out to the GATE DAC and to the public?*
- *Approx 5% of GATE students (1110) also have an IEP so it is important that PD centered around SWD educate staff about the characteristics and the special needs of twice-exceptional (2e) students.*

LCAP Goal 3: Quality Leadership, Teaching and Learning - Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

- *With the move to the site-based model for administering and managing the GATE program, Principals have taken on responsibility for ensuring that the special educational needs of all Gifted students are being met. How is this being tracked and reviewed?*
- *Are all these Principals GATE certified and qualified to run a GATE program?*
- *Are they effectively developing the GATE team at their school (including the GATE Lead Teacher, School Psychologist, and GATE DAC parent representative)? Is that team meeting regularly to review and update the GATE Program Summary?*
- *The GATE DAC supports the roll out and implementation of I-MTSS, which includes features that are particularly applicable to GATE students (i.e., a flexible combination of academic, behavioral, and social-emotional supports).*
- *"The MTSS/RtII Framework is an appropriate complement … in gifted education. Progress monitoring is implemented to determine needs for instructional levels and teaching strategies to support the student will be required when implementing this MTSS/RtII Framework," (Murin, 2016). Murin, Tricia M., "Administrator Perceptions Regarding Pennsylvania's MTSS/RtII Framework and Gifted Elementary Students" (2016). Theses and Dissertations (All). 1382. Retrieved http://knowledge.library.iup.edu/etd/1382*
- *It is important that the roll-out and PD associated with I-MTSS include specifics about how it should be used to help serve the needs of GATE students, in particular.*
- *GATE students can also belong to other student groups mentioned here (SWD, ELL, African American, Latinx) so it is important that PD specifically educate staff about the characteristics and the special needs of twice-exceptional (2e) and thrice-exceptional (3e) students.*
- *The ongoing data review and monitoring/support systems should specifically include and break out Gifted, 2e, and 3e students.*
- *GATE (especially Seminar) students may be highly advanced in math, and require special consideration.*
- *What accommodations will be made for GATE students who are performing considerably higher in math than their grade-level peers? Where is that policy described?*
- *What professional development (PD) will be specifically provided to address the needs of high performing GATE students?*
- *The District needs to engage the GATE DAC Math Working Group in discussions about changing the math curriculum because of the potential impacts to Seminar students in particular (we had to ask to be included in the Math Listening Tour).*

LCAP Goal 4: Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students

- *The GATE DAC fully endorses supporting the whole child and social-emotional learning, which is good for all students, including Gifted students.*
- *Making a positive school environment for all (including Gifted students who can have learning and behavioral differences that can be subject to bullying and discrimination) is an important LCAP goal.*
- *Bias against Gifted students exists in the District, among students, teachers, parents, and administrators who believe GATE is unnecessary and elitist. These uninformed attitudes drive Gifted students who have the means out of the District and into charter or private schools with better GATE programs and services. This bias disadvantages Gifted students who don't have the means, don't have anyone to advocate on their behalf, and are left to languish in a public school system that does not meet their needs.*
- *GATE is an equity issue! Overlooking or dismissing or under-serving the special needs and learning differences of Gifted students (especially 2e and 3e) is not equitable. "All Students" includes GATE students!*
- *Gifted students may be disproportionately referred for disciplinary action if their differences are misunderstood (or they are not identified as Gifted to begin with) and their special needs are not being met by the school. Many 2e students spend an inordinate amount of time in the Principal's office.*
- *Where are the data examining these statistics? How many SWD who are referred for disciplinary action are 2e or 3e?*
- *Who is responsible for tracking this?*
- *GATE (especially Seminar) students may need extra behavioral and social-emotional supports because of their differences and therefore should be called out specifically in this section to draw attention to these issues.*
- *Remember that being Gifted is cross-cutting so students who are ELL, Foster, Homeless or Low Income may also be Gifted and need a particular type of special support.*
- *Gifted students may be vulnerable to bullying because of their differences and their emotional sensitivity. They may also be part of other student groups mentioned here and therefore be 2e or 3e. Their giftedness is part of who they are as a whole, and should not be forgotten.*
- *Gifted LGBTQIA students are often overlooked and may be unidentified. Their needs warrant special attention.*
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LCAP Goal 5: Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities Families and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services.

- *LCAP says: "Parents/guardians/community members will be provided with leadership training opportunities to enhance meaningful engagement, participation in shared decision making, and to assume leadership roles".*
- *What is being done to help support the families of GATE students?*
- *Participation in gifted classes by GATE-identified students is surprisingly low, especially for under-represented groups. What is being done track this, and to ensure that gifted students and twice-exceptional students are part of the family engagement initiative?*
- *The GATE DAC needs to be included in any workshops to "inform & educate parents" on LCAP and other educational systems this year.*
- *The District fell behind on implementing "stakeholder review and feedback opportunities for LCAP" in the 2018-19 school year. Sufficient time has to be given to the Advisory Committees in advance in order for them to schedule discussions about LCAP during their meetings and provide time to gather and submit feedback. This will be particularly important next year, when the next 3-year LCAP will start to be developed.*
- *LCAP says that Family Engagement office will "facilitate and provide tools, resources, and training needed to establish and implement effective school and district level committees". Note that GATE DAC is not mentioned here while the other DACs are. Yet ELL, Foster, Homeless and Low-Income Students can also be Gifted.*
- *The GATE DAC bylaws are clear about stating that it is a committee that reports back to the Board of Education, so it is no less important than other DACs.*
- *The GATE DAC is still not being scheduled by the Board Office to present updates twice-yearly to the BoE even though the other parent advisory groups do so. This needs to be corrected.*
  LCAP says: "The Family Engagement Team and schools will engage English Learner (EL), foster/homeless and low-income families to better understand the education system…" Does this include explaining what Giftedness is, why it is important to learning, and what avenues and supports are available to Gifted students who may be struggling with multiple and interacting factors?
- *Some of the information on the GATE website has been translated into Spanish, and a translator is available at GATE DAC meetings; however, there is still a lack of good information provided in Spanish by the District on giftedness GATE testing, and GATE program.*

- *This needs to be addressed in order to increase representation of ELL families in the GATE program to ensure these students are not falling through the cracks.*
- *Where are the recent data on representation of ELL families in GATE? Are we making progress on this issue?*
- *Do these potentially new ECE opportunities include more K-2 GATE Early Nurturing Programs (which GATE DAC would encourage and support)?*
- *What about GATE – is it being included as a priority in the Choice Program?*
- *Is the information in the Choice handbook about GATE accurate?*
- *There aren't enough GATE identified students in some smaller schools to justify staffing GATE classes, and some Clusters – like Clairemont - are without any elementary Seminar options. GATE parents need to have flexibility and Choice to find the right school for their children.*
- *The Choice application deadline in the Fall is well in advance of the release of GATE test results in the Spring, which prohibits newly-identified GATE families from having the choice to move their students to a school that provides appropriate services for their child – this may be especially problematic for twice-exceptional students who have special needs.*
- *Without a GATE office or staff anymore, how are these issues being tracked and addressed?*

LCAP Goal 6: Well-Orchestrated Districtwide Support Services and Communications All parts of the organization – personnel and infrastructure – work together to support student success through quality schools in every neighborhood.

- *The GATE DAC Is one of the parent-led District Advisory Committees in our school district and it has been working continuously <u>for over 45 years</u>. Since <u>we represent over 20,000 GATE students and their families</u> we are a key external stakeholder.*
- *The GATE DAC is a critical link between the families and the District, and so all the tools available for outreach and communication need to be employed to help us do our important job (including but not limited to outreach via email, voicemail, newsletters, and websites).*
- *In recent years, the District has not been using email blasts or the phone messaging system to communicate regularly with GATE families, who've felt like they are in the dark. This lack of outreach and communication is true of both the central administration and the school sites. It has led to a decline in participation in the GATE DAC by parents, and has increased the distance between GATE parents and their child's school.*
- *More must be done to improve and increase communication and outreach to GATE families, about testing, identification, School Choice, GATE instruction, GATE program management, GATE policies & procedures, and social-emotional aspects of giftedness.*
- *GATE is being left out of District communications and support services.*
- *The GATE DAC is excluded from making annual presentations to the Board of Education to report on GATE issues (hampering GATE DAC communication up to the District)*
- *The GATE office was closed and no regular communication is being done anymore with GATE families (hampering District communication down to the parents).*
- *Despite being volunteers (who btw put in many hours of unpaid work on behalf of the District) the GATE DAC has tried hard to fill the gap, but it doesn't have access to the communication tools the District has to reach parents (emails, phone messaging system, flyers, school websites and newsletters, etc.).*
- *Newly identified families are particularly disadvantaged because of this. They have many questions about giftedness and GATE and regularly report that they have a very difficult time finding resources about the District's GATE program. The information meetings the District used to hold for newly ID'd families were eliminated, which runs counter to Goal 6.*
- *Many Principals are not helpful (and some are even antagonistic) towards GATE families, despite the fact that Principals now bear all the*

responsibility for managing the GATE program (and GATE families) on site. Where is the oversight, and how are the Principals being kept accountable for doing (or not doing) their part in enacting Goal 6?

- *Many Principals do not assist their GATE DAC reps in facilitating communication by helping to disseminate the GATE DAC meeting notes and handouts to the GATE families at their schools. This one simple issue renders all the work of the GATE DAC ineffective.*
- *GATE DAC school site reps regularly report that Principals rebuff their attempts to help organize GATE parent information meetings on site or sit on their SSC/SGTs but there is no way to report this or follow up on it.*
- *Many Principals don't even bother to nominate a parent from their school to sit on the GATE DAC, and that cuts off the flow of information between the District and GATE families.*
- *The District's GATE website needs an overhaul and needs to reflect current information in a timely manner. It should include an archive of resources helpful for GATE parents (many of which were created by unpaid volunteers in the GATE DAC).*
- *A link to GATE Policies & Procedures needs to be included on the website to make those easier to find.*
- *It also needs to include more information in other languages, to facilitate communication and prevent alienation of non-English speakers.*
- *There also needs to be a link to GATE information available on individual school websites that is both current and useful.*