

LEA Name: Davis Joint Unified School District _____

5 7 - 7 2 6 7 8
COUNTY CODE DISTRICT CODE

PROGRAM NARRATIVE

Provide a brief overview of your district, i.e., location; enrollment; number and type of schools; ethnicity, language and socioeconomic factors; and other information as determined. Provide a brief overview of the district's GATE program. (Limit to one page):

Davis Joint Unified School District's GATE Program serves students via cluster and flexible grouping in regular K-12 classes, honors and AP classes as well as post-secondary opportunities for 7-12 graders, and self-contained GATE classes with articulated horizontal and vertical curriculum in grades 4-10 as explained in Section 1.

Students in grades K-3 are served with differentiated and/or accelerated curriculum even though identification does not formally occur until 3rd grade. Universal testing occurs for all district 3rd graders whose parents/guardians do not "opt out." From that data, and additional screening as explained in Section 2, *Identification*, students are identified, and four sites offer self-contained GATE classes. Classroom teachers are also able to integrate the resulting data into differentiation for their classes. GATE support is available both within the ensuing 4th-10th grade self-contained classes and with differentiation and/or acceleration in the regular program. Junior high and high school students may also access honors, Advanced Placement, and post-secondary classes as appropriate.

GATE teachers in grades 4-10 have adapted the California State Objectives in Reading/Language Arts, Social Studies, and Science to reflect the depth/complexity, enrichment, and acceleration as it is reflected in the curriculum of self-contained GATE classes. Strands of philosophical inquiry and problem solving are continuous across self-contained grades 4-10. Math pathways to provide for mathematically gifted students to enable acceleration are depicted. Study skills and learning styles are woven into the entire 4th-10th grade curriculum and are also available in Section 3, *Curriculum*.

Throughout the self-contained GATE Program emphasis is placed on the social and emotional aspects of learning (as explained in Section 4: *Social and Emotional Development*) by working with various theories of development including, but not limited to, Piaget, Erickson, Kohlberg, and Gilligan. Students examine and evaluate social and ethical issues in literature, science and social studies, and reflect on behaviors within and among their peers. A district psychologist with additional training in giftedness is available to assist as needed.

Professional Development, Section 5, explains that teachers of self-contained GATE classes must agree to participate in workshops and classes to prepare them to meet the special needs of this population before being placed in a self-contained classroom, but professional development is available to all district teachers.

Parent and Community Involvement, as described in Section 6, is encouraged and opportunities to participate range from GATE Advisory Committee to parent education nights to assisting with class activities.

Annual *Program Assessment* (Section 7) occurs and results are included in the annual report to the Superintendent/Board of Education.