



Under the Governor's Local Control Funding Formula (LCFF), school districts and charter schools must adopt a Local Control and Accountability Plan (LCAP) **by July 1, 2014**. The LCAP must describe annual goals, for all students and for each LCFF subgroup, for each of the following state priorities as well as for any additional identified local priorities. The LCAP must also describe the specific actions that will be taken to achieve these goals and align to the district's budget. Following are the eight state priorities:

1. Compliance with *Williams* criteria – instructional materials, teacher assignments and credentials, facilities
2. Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core State Standards (CCSS) and ELD standards
3. Parental involvement
4. Pupil achievement – statewide assessments, API, completion of A-G requirements, CTE sequences and advanced placement courses, EL progress toward proficiency, college preparation (Early Assessment Program)
5. Pupil engagement – attendance, dropout and graduation rates
6. School climate – suspension and expulsion rates, etc.
7. Access - including for subgroups and students with special needs, to a broad course of study in specified subject areas (English language arts, mathematics, social sciences, visual and performing arts, health and physical education)
8. Pupil outcomes in those specified subject areas

The ultimate goal for parent and teacher advocates is to illustrate to the local board how and where the GATE program fits into this new structure. By showing that integrating GATE services into the LCFF priorities will help meet the state mandates, advocates can be instrumental in providing local boards with information that can help ensure the resultant programming has the opportunity to better serve all students.

LCAPs must have input from a parent advisory committee. Districts must also notify the public of the opportunity to submit written comments on the draft as well as hold a public hearing for comment on the draft plan. It is advisable to consider the calendar of the board when determining the most appropriate time to address the issue.

When addressing the local board, in person or in writing, it is imperative that the comments are tailored to the specific program and school (and/or district). This document provides examples for such talking points, but note it may be more effective to focus on a few priorities than trying to address all eight at once.

For GATE, the focus should be on CCSS implementation, pupil achievement, engagement, and access. Here are some explanations and ideas on how to frame the conversation to highlight gifted education as a service-based menu for clients on an as-needed basis. This should assist in creating an idea of an Integrated Service that incorporates the CCSS with the unique requirements of Gifted students to address LCFF with an eye toward crafting LCAP proposals and submissions to the individual situation and needs of your school or district.

<b>GOALS OF THE LOCAL CONTROL FUNDING FORMULA</b>	<b>GENERAL STRATEGIES / BIG PICTURE</b>	<b>GATE INTEGRATED SERVICES - Ideas and Strategies to Consider</b>
1. Compliance with <i>Williams</i> criteria	Furnish instructional materials, teacher assignments and credentials, facilities.	Consider demonstrating how materials to educate the gifted have relevance for students with special needs; the use of commercially prepared simulations to experience historical events
2. Implementation of SBE adopted academic content standards, including programs and services for ELs to access the CCSS and ELD standards	Talk about how similar the methods are for teaching gifted students and teaching to the CCSS. Share the white paper and offer professional development for teachers on differentiated learning.	Reinforce the identification and placement of EL students of with non-traditional measures. Utilization of the CAG-prepared document revealing why and how to differentiate the Common Core Standards
3. Parental involvement	<p>Explain the level of involvement of parents of gifted students in the program. Offer to work with them on the LCAP and to share with other parents. Offer to serve as a liaison to parent groups given your experience in the area.</p> <p>Consider engaging your local ELAC group or equity groups in the conversation. Now that funds are available, shouldn't there be more access to GATE programs?</p>	Identify a series of in-classroom demonstrations and observational visits for parents/guardians to acquire first-hand knowledge of "differentiation in action" and its effects on all students
4. Pupil achievement – statewide assessments, API, completion of A-G requirements, CTE sequences and advanced placement courses, EL progress toward proficiency, college preparation (Early Assessment Program)	Illustrate how gifted programs help all students achieve. Talk about the need to “not stop at proficient” as the key is to measure growth. Share available data.	Develop a pre/post survey to determine the degree to which students perceive they have acquired content, process, product and affect skills and dispositions as preparation for college. Example question: In what ways do you think you have been prepared to conduct an independent study (GATE standards-Novelty) using logically reasoning and citing appropriate multiple and varied references (Common Core Standards)?
5. Pupil engagement – attendance, dropout and graduation rates	Inform how GATE helps gifted children who might otherwise drop out or have poor grades due to boredom or lack of engagement.	Conduct a study of the attrition rate of gifted students from available GATE-labeled options in the middle and/or high school grades: What are the differences between the numbers of students expected to be participants in GATE services and those who are actually enrolled in such services?

<p>6. School climate – suspension and expulsion rates, etc.</p>	<p>It's rare that people think of gifted students in this category, so share some of the behavior issues that arise when a student isn't engaged.</p>	<p>Present a historic case study of a gifted adult or student who had not been considered successful as a student, yet recognized for his/her contributions as an adult. Determine why the school had "failed" the gifted individual.</p>
<p>7. Access, including for subgroups and students with special needs, to a broad course of study in specified subject areas</p>	<p>All students should experience differentiation, (acceleration, depth, complexity, and novelty), to provide them with opportunities to reveal and express their potential. Educators of the gifted can promote a more rigorous curriculum for all students, which can become a catalyst for identifying potential in a broader base.</p>	<p>Demonstrate to colleagues the strategies of creative thinking skills (add –to, redesign, combine, substitute, minimize, maximize) within the context of various subject areas to illustrate how creative thinking (Novelty) can affect all students.</p>
<p>8. Pupil outcomes in those specified subject areas</p>	<p>These priorities were put in place to ensure that students had access to a broader curriculum and the focus wasn't on math and English only. What better way to do that than through GATE?</p> <p>Share examples of the type of learning/projects to which a GATE student has access and why that type of education is imperative.</p>	<p>Consider the development of a student apprenticeship program to enable students with successful academic outcomes to work with peer to share their work (Depth and Complexity (Novelty) and develop the art of collaboration (21<sup>st</sup> Century Skills)</p>

A key point to successful discussion is to illustrate items that will help decision-makers see the value of GATE services within the context of the larger state priorities. Points should be pertinent and relevant. Local school boards need to be provided with more information on the integration of gifted education into LCFF. It might be important to consider that you may be providing the first information and insight to help the board navigate this new territory.

Finally, speaking to the board accomplishes two goals: 1) Bringing awareness that the community values the program and how it fits in with the board’s responsibilities at a local and state level and, 2) Reinforcing that the community is well aware that local control means local accountability.

Now that these three factors (the LCFF goals, elements of the GATE standards, and the Common Core State Standards) are identified as components to integrate gifted education into LCFF, what relationships can you make to share with decision-makers to facilitate this goal?

**OUTLINE YOUR ADVOCACY EFFORTS**

Jot down how you will integrate GATE Services with the goals of the LCFF

GOALS OF THE LCFF	GATE INTEGRATED SERVICES
Compliance with Williams Criteria	
Implementation of Common Core State Standards	
Parental Involvement	
Pupil Achievement	
Pupil engagement	
School climate	
Access	
Pupil outcomes	

**References:**

California Association for the Gifted: [www.CAGifted.org](http://www.CAGifted.org)

CAG White Paper on differentiating the Common Core State Standards: [www.cde.ca.gov/sp/gt/re/](http://www.cde.ca.gov/sp/gt/re/)