

SAN DIEGO CITY SCHOOLS  
Office of Instructional Support

GIFTED AND TALENTED EDUCATION (GATE) SEMINAR TASK FORCE  
AND GATE PROGRAM GOVERNANCE TEAM  
RECOMMENDATIONS<sup>1</sup>

May 25, 2004

Introductory Statement

This report brings forward recommendations of the 2003-2004 Gifted and Talented Education (GATE) Seminar Task Force Review Committee and the GATE Program Governance Team concerning CPU allocations for Seminar programs and identification of Seminar sites. This report also includes proposed revisions to District Administrative Procedure 4236.

Background

The San Diego City Schools GATE Seminar program serves students who score at the 99.9 percentile on the Raven Progressive Matrices and students who score at the 99.6-99.8 percentile with one or more factors (environmental, economic, language/cultural, social/emotional, and health).

Seminar programs currently exist in 51 schools, including 20 elementary schools (including one Seminar program for Learning Disabled students and two OPEN GATE Seminar programs for economically impacted students); 15 middle/junior high schools (including one Seminar program for Learning Disabled students); 13 high schools (two high schools, Crawford and San Diego High, currently undergoing redesign); two atypical schools; and one alternative education Seminar resource program that operates at a variety of sites (i.e, Mt. Everest Academy, Twain, Y.O.U. Garfield, Muir). (Please see Attachment 1 for geographic program distribution.) Teaching positions for these Seminar classes are funded with GATE (AE) money, integration (4G) money, and Special Education (AG) funds. The integration funded (4G) programs were established to support the magnet focus of specific schools and to reduce the harmful effects of racial isolation, in accordance with the integration court order. One Special Education CPU is **currently** used to serve the students who are identified both Seminar and Learning Handicapped (LH).

On June 11, 2002, the Board approved submission of a GATE Program application to the State Department of Education. The grant application was subsequently approved for school years 2002-05. During the second year of the grant (2003-04), the GATE Seminar Task Force was charged to review procedures for program identification and to make recommendations for adjustments, if necessary, to CPU allocations.<sup>2</sup>

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<sup>1</sup> *General revisions to this report are as follows: The description of CPU numbers were revised to show one decimal point; the words "Seminar" and "Cluster" were consistently capitalized; and typographical and grammatical errors (that do not change content) were corrected. There were no revisions to the Appendices.*

<sup>2</sup> The funding cycle calls for a GATE Cluster program review in 2004-05. Submission of a new grant application *to the California State Department of Education* for 2005-08 will also be necessary in 2004-05.

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The Seminar Task Force, composed of administrators, teachers, and parents representing district Seminar programs, met on January 6, January 20, February 10, February 24, and March 2, 2004. The group reviewed regional *Seminar program* needs, Seminar program alignment with the California State Standards for Gifted Education, district administrative procedures, and school requests for Seminar CPU allocations. Small work groups were formed by regional feeder patterns to review the regional Seminar programs needs. Regional Task Force representatives and the GATE Program Governance Team finalized the recommendations brought forward in this report on March 25, April 1, and April 21, 2004. (Please see Attachment 2 for committee rosters.)

***Summary of Recommendations: CPU Allocations and Seminar Sites***

This report brings forward GATE Seminar Task Force and GATE Program Governance Team recommendations concerning CPU allocations for Seminar programs, and identification of Seminar sites. A summary of the recommendations is as follows:

School	Recommendation
Balboa Elementary	Allocation of 1.0 CPU (previously site funded).
Grant Elementary	Allocation of an additional <del>2.0 CPU</del> <i>when funds become available 1.0 CPU</i> for a total of 2.0 CPU.
Jones Elementary	Allocation of 1.0 CPU <del>when funds become available</del> to establish a new Seminar program.
McKinley Elementary	Allocation of 1.0 CPU (previously site-funded).
Montgomery Middle	Allocation of .6 CPU (previously site funded).
Wangenheim Middle	Allocation of an additional .2 CPU <del>when funds become available</del> for a total of 1.6 CPU.
Crawford High School	Reduction in CPU allocation from 1.2 to 1.0.
Patrick Henry High School	Allocation increase of .2 CPU for a total of 1.2 CPU.
<b><i>Point Loma High School</i></b>	<b><i>Allocation of .5 CPU.</i></b>
Gompers Secondary School	Current allocation of 1.0 CPU be utilized to support a Seminar Program at the middle level.
Dewey Elementary School	Closure of Seminar Program.
Johnson Elementary	Closure of Seminar Program.

***Premises On Which Recommendations Are Based***

The recommendations presented in this report are based on the premises that:

- All regions have sufficient numbers of identified Seminar students to warrant a strong regional elementary Seminar program.
- Growing strong regional programs begins with the elementary Seminar programs within the region.
- Without strong elementary programs the middle and high school regional Seminar programs languish.
- Elementary Seminar programs that retain the neighborhood Seminar students grow the region's secondary programs.

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- Areas which lack strong elementary Seminar programs are the first priority in designing a Master Plan in each region to meet the present and future needs of Seminar-identified students within the region.
- Seminar students throughout the district retain the right to apply to and attend any district Seminar program that accepts the Seminar students through the adopted acceptance procedure.
- Seminar sites with few Seminar-identified students lack viability. To meet the needs of the Seminar-identified population within a region, locating the program at a more viable site is warranted.

***CPU Allocations for Seminar Programs***

The Task Force determined eligibility for CPU allocations based on the criteria set forth in Administrative Procedure 4236:

- Number of identified students at the site.
- Seminar program meeting standards as reflected in program summary.
- Support of total GATE population.
- Feeder/articulation patterns.
- Geographic distribution.
- Willingness to “site fund.”

***Recommended School CPU Allocation Requests and Other Recommended CPU Allocations***

The GATE Seminar Task Force recommends the following CPU allocations:

- A. Balboa Elementary - Allocation of 1.0 CPU (previously site-funded).
- B. Grant Elementary - Allocation of an additional ~~2.0 CPU~~ **1.0 CPU** when funds become available for at total of 2.0 CPU.
- C. Jones Elementary - Allocation of 1.0 CPU ~~when funds become available~~ to establish a new Seminar program.
- D. McKinley Elementary - Allocation of 1.0 CPU (previously site-funded).
- E. Montgomery Middle - Allocation of .6 CPU (previously site funded).
- F. Wangenheim Middle - Allocation of an additional .2 CPU ~~when funds become available~~ for at total of 1.6 CPU.
- G. Crawford High School –Reduction in CPU allocation from 1.2 to 1.0.
- H. Patrick Henry High School - Allocation increase of .2 CPU for a total of 1.2 CPU.
- I. ***Point Loma High School – Allocation of .5 CPU.***
- J. Gompers Secondary School - Current allocation of 1.0 CPU be utilized to support a Seminar Program at the middle level.

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The rationale for the above recommendations is as follows<sup>3</sup>:

**A. Balboa Elementary:** Requests 1.0 CPU to establish a Seminar program.

**Recommendation:** Establish Seminar program grades 3-6 by allocating 1.0 CPU.

**Rationale:** Balboa Elementary has site-funded a Seminar program for 17 resident Seminar students for two years. Seven newly Seminar-identified second grade students and two fourth graders are expected to increase the Seminar enrollment next year to 26 3<sup>rd</sup>-6<sup>th</sup> grade resident Seminar students. Balboa resident Seminar students were accommodated in the MacDowell Elementary Seminar program before the closure of the MacDowell site. Located west of 805, Balboa has the potential to become an extremely viable Seminar site, as it is well situated to meet the needs of its resident students, as well as the needs of the 28 unserved Seminar students attending Chavez, Chollas, Kennedy, and Knox. The growth of this program will lay the foundation to build a strong Seminar vertical team 3-12 as Gompers Middle builds and revitalizes its Seminar programs. When the new Lincoln High School opens in 2006-2007, the Seminar feeder pattern will be prepared to articulate Seminar students into a new high school program.

**B. Grant:** Requests an additional 1.0 CPU to increase the Seminar CPU allocation to 2.0.

**Recommendation:** Recommended ~~when funds become available~~.

**Rationale:** Grant is growing and has site-funded the Seminar program beyond the district allocation of 1.0 CPU to provide a program for the 36 students in the ~~3-5~~ 3-6 Seminar program. The allocation of an additional 1.0 CPU will allow Grant to continue its program and help to meet the needs of the unserved 84 Seminar-identified students in the San Diego High School feeder pattern. Grant in the past has fed the Point Loma feeder pattern, while San Diego High was an optional feeder pattern for Grant students. Because the Dana Middle School Program is over-enrolled, the Grant Seminar students will be considered resident students of Roosevelt for Seminar purposes. Consequently, Grant is an ideal Seminar program to grow to help meet the San Diego High School regional needs.

**C. Jones Elementary:** Requests 1.0 CPU to establish a Seminar program.

**Recommendation:** ~~When funds become available,~~ 1.0 CPU is recommended to establish a Seminar program for the Kearny feeder pattern to serve the 35 Seminar-identified students in the elementary schools in the Kearny feeder pattern.

**Rationale:** Jones Elementary, with six Seminar students enrolled, has shown an interest in growing a site-funded Seminar program. They are expected to increase their enrollment with new military housing, are centrally located, have available space, and have the certificated and experienced staff and leadership to build a program. ~~The committee recommends 1.0 CPU be provided when funds become available. Inclusion in the 2004-2005 program booklets to help them grow their program is recommended should the Board of Education support this recommendation.~~

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<sup>3</sup> The Seminar enrollment data used in this report is based on information provided by the Information Technology Department on October 2, 2003.

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**D. McKinley Elementary School:** Requests 1.0 CPU to establish a Seminar program.

**Recommendation:** ~~Fund with 1 AE CPU.~~ *Allocation of 1.0 CPU.*

**Rationale:** McKinley K-6 has site-funded a Seminar program for three years and has staffed it with experienced and certified GATE teachers. McKinley currently has enrolled 17 resident Seminar-identified students and six newly-identified second grade students. The McKinley administration anticipates an enrollment of 20 resident Seminar students as only three 6<sup>th</sup> grade students will articulate to middle school. We recommend McKinley be supported with 1 AE CPU to meet the growing needs of the region's Seminar students and to help serve the needs of the remaining 84 regional unserved Seminar students. A McKinley Seminar program will ultimately strengthen the Roosevelt Seminar Program and contribute to building the San Diego High School program.

**E. Montgomery Middle:** Requests .6 Seminar CPU to establish a Seminar program.

**Recommendation:** Support with .6 CPU.

**Rationale:** The Kearny High School feeder pattern is the least-served pattern in the district. Many Seminar students from this region apply to other programs, while the 65 remaining Seminar-identified students have no resident Seminar programs to meet their needs. Montgomery Middle has had a site-funded Seminar program for more than three years and currently enrolls 16 Seminar-identified students. Nine additional 6/7 students have been newly-identified and 10 8<sup>th</sup> graders will be articulating to high school. The school anticipates retaining 15 Seminar students in 7<sup>th</sup> and 8<sup>th</sup> grades. District Seminar program designation will attract the neighborhood Seminar-identified 6<sup>th</sup> graders. The 2000-2001 Seminar Task Force was "impressed with the vision and commitment of the Montgomery application" but found that the numbers (6) did not justify staffing a position at that time. They recommended a reapplication when numbers increased. The present enrollment of 16 resident Seminar students justifies establishing a Seminar program.

**F. Wangenheim Middle:** Requests 1.4 AE CPU be increased by .2 to a total of 1.6. *Requests .2 CPU for a total of 1.6.*

**Recommendation:** Recommended ~~when funds become available.~~

**Rationale:** Wangenheim is currently funded for 1.4 CPU. They currently have enrolled 56 Seminar-identified students in a 6-8 program. In the past, middle schools' 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Seminar programs were configured into 2-hour humanities blocks: one hour of English and one hour of history. The recent configuration of the 2-hour literacy block in the 6<sup>th</sup> grade challenges all middle school Seminar programs to offer a 3-hour Seminar program to maintain the interdisciplinary focus needed for greater depth, complexity, novelty, and acceleration expected of a Seminar program. However, Wangenheim has reconfigured the entire sixth grade to a small house concept. For the sixth grade Seminar program to function within Wangenheim's house concept, four hours are needed for the sixth grade program. The increase of .2 will make this possible.

### **G. Crawford High School**

**Recommendation:** Reduce the 1.2 Seminar *CPU* allocation to 1.0.

**Rationale:** To maintain a fair and equitable distribution of Seminar CPUs and to provide a Seminar program within each high school feeder pattern, the committee recommends Crawford Seminar allocation be reduced to 1.0 CPU. Crawford High School presently enrolls 19 Seminar students in grades 9-12. The newly re-designed school has the potential to attract Seminar students and to create a viable Seminar program. Although under-enrolled, 25 Seminar students enrolled at Monroe Clark Middle School and 25 Seminar students enrolled at Mann Middle School indicate sufficient numbers of Seminar students reside in the feeder pattern to increase the Seminar enrollment at Crawford High School.

**H. Patrick Henry High School:** Requests .2 CPU to increase allocation to 1.2 CPU.

**Recommendation:** Increase of .2 CPU.

**Rationale:** Patrick Henry's program is growing and currently enrolls 96 Seminar-identified students. The requested .2 will be site-matched with an additional .2 to meet the needs of the Seminar 9<sup>th</sup>-11<sup>th</sup> grade program. The Seminar enrollment at Lewis Middle School currently enrolls 79 Seminar-identified students who are expected to articulate to Patrick Henry. This will result in an increase in Seminar students at Patrick Henry.

**I. Point Loma High School:** Requests .5 CPU.<sup>4</sup>

**Recommendation:** Allocate ~~Point Loma an additional~~ .5 CPU.

**Rationale:** The Point Loma High School Seminar program presently enrolls 106 Seminar students and serves a number of non-resident students from the Hoover, Kearny, San Diego, Gompers, Morse, and Clairemont feeder patterns in addition to its 59 resident Seminar students.

### **J. Gompers Secondary:**

**Recommendation:** Utilize current allocation of 1.0 CPU at Gompers to support a Seminar program at the middle level.

**Rationale:** The Lincoln High School opening in 2006-2007 will result in a reconfiguration of Gompers Secondary School. To build the Gompers middle level Seminar program, it is recommended that the current CPU allocated to Gompers Secondary School Seminar be utilized to begin a Seminar program at the sixth grade.

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<sup>4</sup> *In April of 2003, the Board of Education acted upon budget reduction recommendations. One of the recommendations related to Targeted Instructional Improvement Grant (TIIG) savings and included changes in secondary magnet status. The changes resulted in a decrease in TIIG funds to Point Loma and the loss of 1.0 CPU for the site's Seminar program. The school continued to receive the CPU funded through TIIG for a one-year grace period (2003-04) but will not receive the allocation in 2004-05. (Other schools impacted by changes in secondary magnet status include Bell and Morse. See Appendix 3 for GATE Seminar FTE and funding details.)*

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*School CPU Allocation Requests That Are Not Recommended*

The GATE Seminar Task Force does not recommend:

- A. Dingeman –CPU allocation to establish a Seminar program.
- B. Doyle Elementary – CPU allocation to establish a Seminar program.
- C. Marvin - CPU allocation to establish a Seminar program.
- D. Torrey Pines Elementary – CPU allocation to establish a Seminar program.
- E. Wegeforth – CPU allocation to establish a Seminar program.
- F. Scripps Ranch High School – Increase allocation to 2.2 CPUs.

The rationale for the above is as follows:

**A. Dingeman Elementary:** Requests to establish a Seminar Program with 1.0 CPU allocation.

**Recommendation:** Not recommended.

**Rationale:** While Dingeman presently has nine Seminar students enrolled, Miramar Ranch Elementary presently serves the area. The growth indicates there will be future needs. Dingeman has indicated that they are not agreeable to self-funding for the three-year period required by procedures.

**B. Doyle Elementary:** Requests 1.0 CPU to establish a Seminar program.

**Recommendation:** Not recommended.

**Rationale:** Doyle currently has enrolled 10 Seminar-identified students. Spreckels, the Seminar site for University City, currently enrolls approximately equal numbers of resident and non-resident students. Spreckels has the capacity to serve the needs of the resident students should they choose to apply to the Seminar program. Establishing a Seminar program at Doyle would severely impact the Spreckels Elementary Seminar program, which adequately serves the residents of the feeder pattern and is still able to accept non-resident students.

**C. Marvin Elementary:** Requests 1.0 CPU to establish a Seminar site.

**Recommendation:** Not recommended at this time.

**Rationale:** Marvin currently has a site-funded program and enrolls 20 resident and non-resident (including inter-district transfer) Seminar-identified students. Hearst Elementary is the Seminar site for the Patrick Henry feeder pattern. District funding provides 2.0 AE CPUs to the Seminar program at Hearst. Hearst is under-enrolled, currently serving 31 resident and non-resident students with nine Seminar seats available. Establishing a district funded Seminar site at Marvin would severely impact the Hearst Seminar program. Hearst has the capacity to serve a greater number of resident students. When the district Seminar program at Hearst exceeds capacity, a second Seminar program to meet regional needs would be appropriate.

**D. Torrey Pines Elementary:** Requests 1.0 CPU to establish a Seminar program.

**Recommendation:** Not recommended.

**Rationale:** Torrey Pines Elementary presently has 10 Seminar-identified students enrolled. La Jolla Elementary, the Seminar site for La Jolla, presently has approximately 50% non-resident Seminar-identified students enrolled in their Seminar program. La Jolla Elementary has the capacity to meet the needs of the resident Seminar-identified students. Establishing a Seminar program at Torrey Pines would severely impact both the La Jolla Elementary Seminar program and Spreckels Seminar program. Both programs adequately serve the resident population and are still able to accept non-resident students.

**E. Wegforth Elementary:** Requesting placement of CPU to establish a Seminar program.

**Recommendation:** Wegforth Elementary is not recommended as a Seminar site.

**Rationale:** Wegforth currently does not have enough Seminar-identified students (2) to justify a GATE CPU nor is it large enough to bear the burden of site funding a Seminar program.

**F. Scripps Ranch High School:** Requests .2 increase to 2.2 CPUs.

**Recommendation:** Not recommended at this time. (Note: The proposed change to Administrative Procedure 4236 to remove the 2.0 CPU limit will allow consideration of this request in the future review process.)

**Rationale:** Scripps Ranch High School presently has the maximum 2.0 CPU permitted under Administrative Procedure 4236. The region is requesting an additional .2 CPU and a change in the limit. Scripps Ranch currently enrolls 182 Seminar students. The school offers a 9<sup>th</sup>-11<sup>th</sup> grade Seminar program and currently site funds .2 CPU to accommodate the needs of their resident Seminar students. The increase to 2.2 CPUs is justified but not authorized under the current policy limit of 2.0 CPUs per Seminar site.

### ***Recommendations Concerning Current Seminar Sites***

The Task Force reviewed the continued viability of Seminar programs based on the criteria set forth in Administrative Procedure 4236:

- How established and supported the program is by teachers, administrators, parents, and community members.
- Number of district-identified Seminar students enrolled, both resident and non-resident.
- Geographic location.
- Number of Seminar classes or sections offered at the school.
- Grade level configuration (e.g., grades 3-5 or 3-6) and/or changes in an elementary school (e.g., the loss of 6<sup>th</sup> grade).

After reviewing existing Seminar programs, the Task Force recommended that the Seminar programs at Dewey and Johnson Elementary Schools be closed. The remaining current distribution of Seminar programs, both by geography and by high school Cluster, is serving the district well by providing access to eligible students within the regions that provide programs.

## A. Dewey

**Recommendation:** Close Dewey Seminar Program

**Rationale:** It is recommended that Dewey 3-4 Seminar be closed. Dewey presently enrolls five 3<sup>rd</sup> grade Seminar students. There are four newly-identified Seminar students: two at fourth grade, and two at second grade. An enrollment of seven students is projected for the 3/4-Seminar class. Third grade classes are already limited to 20 students, and the historical records indicate that Dewey enrolled only nine Seminar students in 2000-2001 in a 3-5 program. The reconfiguration of the school to K-4, the reduced class size for third grade, and the changing neighborhood demographics warrant the closure. The Sunset View program (which currently has 13 Seminar students enrolled in a 3-4 program) and the Silver Gate program (which currently has 14 Seminar-identified students enrolled in a 3-4 program) are able to serve non-resident as well as the resident Point Loma feeder pattern students. The numbers of resident Seminar students do not support the need for three elementary 3-4 grade Seminar programs in the Point Loma feeder pattern. The reconfiguration of all Point Loma elementary schools to K-4 also impacts the needs of Seminar students. Both Correia, grades 7-8, and Dana, grades 5-6, Seminar programs are over-enrolled. Dana has informed Grant's Seminar program that they will no longer be able to accommodate the Grant 6<sup>th</sup> grade Seminar students. In the past Grant Seminar students have been designated resident students within the Point Loma feeder pattern.

## B. Johnson Elementary School

**Recommendation:** Close Seminar program.

**Rationale:** The Johnson Elementary 4-6 grade Seminar program is funded by .5 AE and .5 AG for a total of 1.0 CPU. The 2000-2001 Seminar Task Force Review committee identified two Seminar students enrolled in the Johnson Seminar program. The 2003-2004 Seminar Task Force Review committee identified four Seminar students enrolled in the Johnson Seminar program: one third grade student, one fifth grade student, and two sixth grade students.

Johnson is one of three Seminar programs located south of Highway 94 and east of Highway 805. Johnson competes with the Oak Park Seminar program just north of Highway 94 and the Encanto, Boone, and Zamorano Seminar programs to the south. Situated between the Encanto Seminar site and the Oak Park Seminar site, Johnson, through the years, has been the most challenged to attract Seminar students.

### *Proposed Revisions To District Administrative Procedure 4236*

The GATE Seminar Task Force reviewed the findings of the Regional Seminar Task Force Committees and provided input for changes to district Administrative Procedure 4236 as follows:

- A statement of the procedure for an intervention plan and parent conference before dropping "at risk" GATE students from Seminar or Cluster classes (C3d, page 3).
- Criteria for qualifying teachers for Cluster and Seminar assignments (D1a, page 3).
- Process for placement of a Cluster student in an under-enrolled Seminar program (D5 last paragraph, page 7).

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- Removal of the allocation limit of two GATE Seminar teacher positions (CPU) per site. The reconfiguration of 6<sup>th</sup> grade to 3 or 4 periods requires a re-examination of the fairness of the limit. Several middle schools are unable to meet the needs of their resident Seminar students with only 2.0 CPUs (D7, page 7).
- Support from the Standards, Assessment, and Accountability Department and Office of Instructional Support in the annual evaluation of the GATE Program (D9, page 8).

The proposed revisions to Administrative Procedure 4236 will be routed to appropriate staff for review in accordance with processes outlined in District Policy C-5000.

### Instructional Implications

The recommendations contained in this report reflect the following factors which impact instructional programs: support for Seminar students, accommodations for student growth, the need to serve students throughout a high school feeder pattern, and the need to provide Seminar programs to Seminar-identified resident students within an articulation pattern.

Each high school feeder pattern within the district has sufficient numbers of Seminar-identified students at the elementary level to grow strong middle and high school Seminar programs if viable programs are offered within the high school feeder pattern. Vertical teaming among the feeder pattern elementary, middle, and high school Seminar teachers will promote collaboration and communication strengthening the ability of a region to retain and meet the present and future needs of their Seminar-identified students.

### Facilities Implications

There are no facilities implications associated with this report.

### Budget Implications

The Task Force recommendations for 2004-05 are cost neutral and can be implemented within the 2003-2004 CPUs from all funding sources allocated to the district Seminar program. Attachment 3 provides a summary of proposed GATE Seminar CPUs for 2004-05. The summary reflects the recommendations in this report through revising the GATE funded, TIIG funded and Special Ed funded CPUs, deleting positions at Macdowell (school closure), Morse (loss of magnet funds in 2002-03), etc.

### Public Support and Engagement

Parent and community members participated in the Regional Seminar Task Force small work groups and on the joint Seminar Task Force and GATE Governance Team (see attachment 2.) Task force meetings were open to the public, and non-member parent and community representatives were present at the meetings. The recommendations in this report respond to parent and community concerns as expressed through Task Force findings, the GATE District Advisory Committee, and Task Force survey instruments.

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Policy Implications

This report is consistent with Board Policy F-2550. The proposed revisions to Administrative Procedure 4236 will be routed to appropriate staff for review in accordance with processes outline in District Policy C-5000.

Recommendations

The Superintendent recommends that the Board of Education approve:

1. The allocation of CPUs for Seminar programs as described in this report.
2. Closure of Seminar programs at Dewey and Johnson Elementary schools.

Prepared by: Gloria McMillan, GATE Program Manager, Office of Instructional Support, on behalf of the Seminar Task Force Review Committee and the G.A.T.E. Governance Team.

Appendix:

1. District Seminar Programs for 2003-04 Shown Geographically
2. Committee Rosters
3. GATE Seminar F.T.E. 2004-2005 Compared to 2003-04 by Funding Source