

Los Angeles Unified School District

Annual GATE Report

2021-2022

CHANDLER ELEMENTARY



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CHANDLER EL (1295901) 2021 - 2022

Performance	Cert Date	Cert By	Status
Performance Target 1: Gifted Identification	05/11/2022	yxm2240	Completed
Performance Target 2: Instruction and Academic Achievement of GATE Learners	05/11/2022	yxm2240	Completed
Performance Target 3: Knowledgeable and Skilled Staff	05/11/2022	yxm2240	Completed
Performance Target 4: Parent, Family, and Community Engagement	05/11/2022	yxm2240	Completed
School Site GATE Screening Committee (Certificated Personnel)	05/11/2022	yxm2240	Completed

The State requires each school district to develop a method for the identification of students as gifted and talented and to provide unique educational opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented. [Click here for the 2021 - 2022 Annual GATE Report](#)

To ensure effective implementation of high quality gifted and talented programs, the District requires each school site to engage annually in a data-driven analysis of key components of its gifted and talented (GATE) program and submit its findings in an Annual GATE Report. In the Annual GATE Report, each school identifies, if applicable, actions to address area(s) of concern, e.g., gifted identification does not reflect the demographics of the school.

Approval Status

Approved

05/22/2022 susanna.furfari

Comments

Thank you for submitting your 2021-2022 Annual GATE Report. School meets/exceeds District's 6% identification goal for schoolwide population. Strong evidence of screening and referral for gifted identification. In the future, please expand your narrative to include more examples of how differentiated instruction (depth, complexity, acceleration & novelty) is provided to gifted/talented and high ability learners. What strategies are you using to meet the needs of gifted learners? For example: flexible grouping, acceleration, compacting, etc. Continue to work to ensure that all GATE cluster teachers are maintaining "recency" of training (minimum of 16 hours per year). Continue to work to ensure that all administrators are maintaining "recency" of training (minimum of 4 hours per year). Evidence of parent/family/community involvement in your GATE program.

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PERFORMANCE TARGET 1: GIFTED IDENTIFICATION

Required Action/Important Information

School site GATE identification numbers and percentages are auto-populated for your analysis. Enter referral data from current school year. Answer all performance target questions related to gifted identification, based on the data in this section. Please address any data errors in Action Steps. If your school answers NO to any of the performance target questions, please delineate clear and concise action steps to accelerate progress toward meeting the target(s) not met. Click "Save" before exiting each screen.

Reference

- [MiSiS Job Aids](#)
- [BUL-269.9 -- Policy for Assessing and Identifying students for Gifted/Talented programs](#)

Number of identified gifted students attending your school at each grade level (January 2022 data):

Grade	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12
Students	0	0	0	13	12	11	0	0	0	0	0	0	0

Number of identified gifted students attending your school within each student group (January 2022 data):

Program	EL	EO	IFEP	RFEP	SWD	Poverty Indicator
Students	0	3	1	5	0	13

Gifted identification data by ethnicity (January 2022 data):

Ethnicity	% Ethnicity of School Population	% Gifted Ethnicity of Total Schoolwide Gifted	% Gifted Ethnicity of Total Ethnicity
American Indian	0.0%	0.0%	0.0%
Asian	3.4%	2.8%	7.7%
Filipino	1.1%	0.0%	0.0%
African American	4.5%	8.3%	17.6%
Latino	36.4%	22.2%	5.8%
White	37.7%	58.3%	14.7%
Pacific Islander	0.0%	0.0%	0.0%
2 or more races/ethnicities	6.1%	8.3%	13.0%
Unknown	10.8%	0.0%	0.0%
Total	100%	100%	9.5%

Gifted identification referrals by ethnicity:

Total number of identification referrals submitted to the GATE Office between July 1 to present of the current school year. Do not include automatic identifications in High Achievement or Specific Academic Achievement.		# Referrals July 1 - Present
Ethnicity		
American Indian/Alaskan Native		0
Asian		0
Filipino		0
African American		1
Latino		4
White		13
Pacific Islander		0
2 or more races/ethnicities		3
Unknown		0

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Gifted identification: Performance Target Questions

- | | | |
|--|---|--|
| ▶ Is at least 6% of the school's current Total Population identified as gifted? (*Note: This target does not apply to Primary Centers.) | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Is at least 6% of the school's current, African American Population identified as gifted? (*Note: This target does not apply to Primary Centers.) | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Is at least 6% of the school's current, Latino Population identified as gifted? (*Note: This target does not apply to Primary Centers.) | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| ▶ Does schoolwide gifted identification proportionately reflect the demographics of the school? * | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Are students in all ethnic subgroups actively screened and referred for gifted identification in all seven categories? * | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Has the school site GATE coordinator been approved for the "School GATE Coordinator" user role in MiSiS and reviewed relevant MiSiS GATE Job Aids? * | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

Action Steps If your school answers NO to any of these questions, please include a minimum of three action steps, person(s) responsible for monitoring, timeline, and how success will be measured. Please also explain any data inaccuracies or missing information (such as referrals made in March / April). If no action steps are needed, please write "None" to save your work.

1. In August GATE coordinator will share gifted identification data with the staff and explain the goal of 6% identification for targeted sub groups.
2. GATE coordinator will remind teachers of the referral process and timeline as we approach the first reporting period in November so they may begin the discussion with parents during the first parent conference.
3. GATE coordinator will initiate a second referral timeline for the spring semester for any potential referrals that may have been overlooked in the first semester.
4. Teachers will look for non academic areas of GATE referral.

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PERFORMANCE TARGET 2: INSTRUCTION AND ACADEMIC ACHIEVEMENT OF GATE LEARNERS

Required Action/Important Information

Instruction for gifted learners must be planned and organized as an integrated differentiated learning experience that occurs throughout the regular school day. Indicate the program type and cluster model used at your school site for grouping gifted learners. Enter your school site GATE goals, objectives, and evaluation methods and a program narrative describing your school's differentiated instructional plan for gifted learners. Answer all performance target questions related to instruction and academic achievement of GATE learners, based on the data in this section. If your school answers NO to any of the performance target questions, please delineate clear and concise action steps to accelerate progress toward meeting the target(s) not met. Click "Save" before exiting each screen.

Reference

● [Goals, Objectives, and Evaluation Methods](#)

Indicate the program type, if applicable (check all that apply for this cost center code):

☐ Schools for Advanced Studies (SAS)(more information required) ☐ Magnet ☐ Affiliated Charter ☒ None of above

Indicate if the school participated in the Targeted Identification Program (TIP):

☐ TIP participant in 2021 - 2022

SAS Schools only:

▶ Total Number of Students Participating in SAS (as reported in MiSiS):	<input type="text" value="0"/>
▶ Total Number of Non-Resident (Permit) Students Participating in the SAS Program (Does not apply to Affiliated Charters):	<input type="text" value="0"/>

SAS Selection Process (Does not apply to Affiliated Charters):

▶ For resident students: School ensures placement for qualifying students living within school boundaries.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▶ For non-resident students: Please confirm that school selects qualifying students living outside school boundaries by lottery, as space is available.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Indicate the cluster model used at your school:

☐ Team-Taught Cluster ☐ Full Day ☒ Self-Contained ☐ Alternative Program (subject to approval by GATE Office)

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Please indicate your school's GATE Goals, Objectives, and Evaluation Methods: (Objectives must be numerical; see [reference link](#))

GOAL	Objective 1 (numerical)	Objective 2 (numerical)	Evaluation 1	Evaluation 2
1 Critical Thinking	14	17	Any combination of the above	Observation Form
2 Principles and Processes of Science	7	11	Any combination of the above	Teacher-Made Test
3 VIII: Academic Performance			Norm-Referenced Test	Teacher-Made Test

Schoolwide GATE Program Narrative (required for all schools):

Please provide a summary with specific examples of your school's differentiated instructional plan for gifted/talented learners, including: 1. implementation of depth, complexity, novelty, and acceleration, 2. programs/services to support the social-emotional needs of gifted/talented learners (e.g. AVID, Second Step, counseling, etc.), 3. the use of instructional technology to develop 21st Century Skills (i.e. Communication, Creativity, Critical Thinking, Collaboration).

1. Students are placed in a full day program along with identified gifted students and students who are being recommended for screening. Students are given multiple opportunities to use critical thinking skills effectively through group collaboration and independent projects. In order to accomplish these tasks successfully, students are given high interest choices of presentation formats for the final product. These may include the use of technology such as powerpoint, video responses, digital portfolios, and coding Scratch projects. 2. Teachers incorporate weekly SEL lessons/check-ins using Second Step and Inner Explorer. Students are taught to self-regulate their emotions, learn to focus on their inner thoughts and breathing, and help to promote kindness and collegiate harmony through bi-weekly school-wide recess celebrations. 3. Instructional technology is promoted through the student ISTE standards. Students are given the opportunity to interact with technology across the curriculum in their classrooms, through school-wide Computer Science celebrations, and with coding and robotics projects.

Instruction and Academic Achievement of GATE Learners: Performance Target Questions

- ▶ Are all identified gifted students and high ability learners clustered appropriately (e.g. 5-8 per class in Elementary, 15-25 in secondary)? ☒ Yes ☐ No
- ▶ Does the differentiated instructional plan meet the academic needs of gifted learners from diverse populations (e.g. EL, SEL twice-exceptional, etc.)? ☒ Yes ☐ No
- ▶ Does the differentiated instructional plan meet the social-emotional needs of gifted learners from diverse populations (e.g. EL, SEL twice-exceptional, etc.)? ☒ Yes ☐ No
- ▶ Does the school routinely provide gifted learners opportunities to access and use technology tools to develop 21st Century Skills? ☒ Yes ☐ No

Action Steps If your school answers NO to any of these questions, please include a minimum of three action steps, person(s) responsible for monitoring, timeline, and how success will be measured. Please also explain any data inaccuracies or missing information (such as referrals made in March / April). If no action steps are needed, please write "None" to save your work.

1. WE will continue to group together the GATE cluster.
2. Our differentiated instructional plan does meet the academic needs of gifted learners from diverse populations.
3. Our implementation of weekly SEL check-ins meets the social-emotional needs of our gifted learners.
4. We continuously push for implementation of instructional technology across grade levels with special attention to classes of the Gifted cluster.

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PERFORMANCE TARGET 3: KNOWLEDGEABLE AND SKILLED STAFF

Required Action/Important Information

Indicate the number of certificated school site personnel (serving GATE students) who have met District GATE professional development recommendations (minimum of 16 hours of annual GATE professional development for teachers and 4 hours for administrators; required for Schools for Advanced Studies). File GATE professional development records at school site. Answer performance target questions related to knowledgeable and skilled staff, based on data in this section. If your school answers NO to any of the performance target questions, please delineate clear and concise action steps to accelerate progress toward meeting the target(s) not met. Click "Save" before exiting each screen.

Reference

[GATE Professional Development Record](#)

GATE Professional Development Participation (2021 - 2022 School Year):

Staff	# Schoolwide	# Meeting Minimum PD Hours
GATE Teachers	7	6
Administrators	2	0

Indicate the number of GATE personnel in each category:

- I Meets annual GATE professional development recommendation
- II Possesses a GATE Specialist Instruction Credential or GATE Certification
- III Possesses a Master's Degree in Gifted Education

Knowledgeable and Skilled Staff: Performance Target Questions

- | | | |
|--|---|--|
| ▶ Do all classroom teachers (with at least one identified gifted student) meet a minimum of 16 hours of GATE professional development? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| ▶ Does the school have a GATE coordinator/designee who attends GATE informational meetings and receives regular updates through the GATE email distribution list? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Does the school offer and/or share opportunities for staff to participate in GATE professional development? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Does school site professional development address screening, identification, and instruction of underrepresented gifted student populations (i.e. Latino and African American students)? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Does the school provide a differential or other compensation for GATE coordinator duties? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

Name of GATE Coordinator:

Name	Title	Email
Yisel Meza	teacher	yxm2240@lausd.net

Action Steps If your school answers NO to any of these questions, please include a minimum of three action steps, person(s) responsible for monitoring, timeline, and how success will be measured. Please also explain any data inaccuracies or missing information (such as referrals made in March / April). If no action steps are needed, please write "None" to save your work.

- GATE coordinator or principal will post upcoming GATE professional development opportunities offered in MyPLN.
- Teachers will be encouraged to look beyond the GATE department for sessions that address depth and complexity and the gifted learner.
- GATE coordinator will give teachers timelines on the multiple GATE identification areas.
- GATE professional development topics will be imbedded into the bank Tuesday schedule.



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PERFORMANCE TARGET 4: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Required Action/Important Information

Indicate the two specific dates of your school site GATE/SAS parent meetings and the method(s) of communication with families of gifted learners. Enter GATE/SAS parent representative contact information. Answer all performance target questions related to parent, family, and community engagement, based on data in this section. If your school answers NO to any of the performance target questions, please delineate clear and concise action steps to accelerate progress toward meeting the target(s) not met. Click "Save" before exiting each screen.

Indicate the specific dates of the two required GATE/SAS parent meetings for the current school year: **Note: If you did not host two GATE/SAS parent meetings during the 2021 - 2022 school year, please enter 7/1/2022 to save work**

Parent Meeting Date 1

7/1/2022

Parent Meeting Date 2

7/1/2022

Indicate the method(s) of GATE/SAS parent communication at your school site (check all that apply):

- | | | | |
|---|--|---|----------------------------------|
| <input checked="" type="checkbox"/> Parent Meetings | <input checked="" type="checkbox"/> Blackboard Connect Calls | <input type="checkbox"/> Special Events | <input type="checkbox"/> Website |
| <input type="checkbox"/> Newsletters | <input type="checkbox"/> Social Media | <input type="checkbox"/> Flyers | <input type="checkbox"/> Other |

Parent, Family, & Community Engagement: Performance Target Questions

- | | | |
|--|---|--|
| ▶ Does the school have an active GATE/SAS parent representative? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Has the school scheduled at least two on-site GATE/SAS parent workshops for the 2021 - 2022 school year? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| ▶ Does the school regularly disseminate information to parents regarding gifted and talented identification (i.e., screening and referral process) and differentiated instruction for gifted learners? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▶ Did parent representative review the Annual GATE Report and/or give input? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

Action Steps If your school answers NO to any of these questions, please include a minimum of three action steps, person(s) responsible for monitoring, timeline, and how success will be measured. Please also explain any data inaccuracies or missing information (such as referrals made in March / April). If no action steps are needed, please write "None" to save your work.

We typically always hold at least two parent GATE workshops each school year on Back-To-School and Open House nights. The pandemic put a pause to those meetings this school year, but we plan to return to them soon.

1. We will schedule a parent GATE workshop on Back-To-School night.
2. We will schedule a parent GATE workshop on Open House night.
3. We will offer parent communication on GATE matters via email and Blackboard Connect phone calls.

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SCHOOL SITE GATE SCREENING COMMITTEE (CERTIFICATED PERSONNEL)

Required Action/Important Information

List the members of your school's GATE Screening Committee including, but not limited to, an administrator, GATE coordinator, and teacher familiar with characteristics of gifted students. If your school has more than one GATE coordinator, please list the second name in "Other Certificated Staff Member." At least one committee member must have an understanding of the student's economic, linguistic, and cultural backgrounds. Click "Save" before exiting each screen. Principals are also required to report the name of the school site GATE/SAS coordinator on the Data Designee section of the Principal's Portal.

Administrator

Name	Title	Email
SKOLL, MATTHEW	principal, elementary	matthew.skoll@lausd.net

GATE/SAS Coordinator

Name	Title	Email
MEZA, YISEL	elementary teacher	yxm2240@lausd.net

Teacher

Name	Title	Email
GARRETT, ROBERT	elementary teacher	rgarres@lausd.net

Other Certificated Staff Member (e.g. Psychologist, RSP Teacher, etc.)

Name	Title	Email
YNIGUEZ, MARIA	asmt,nonclsr,prep	mel4652@lausd.net

Other Certificated Staff Member (e.g. Psychologist, RSP Teacher, etc.)

Name	Title	Email

Describe the process of the school's screening committee and how often meetings occur.

Teachers are reminded of GATE referral timelines at the beginning of the school year in August. The team meets to present the first parent GATE workshop in late August at Back-To-School. night. The team meets again in early November to remind teachers to begin the referral conversation with parents during the first reporting period in November. GATE referrals are submitted in February with the option of a second submission before the Intellectual deadline. Referrals in non academic areas are being pursued throughout the school school year in accordance to the GATE deadlines for those categories. A second GATE parent workshop is offered at Open House. A brief summary of school wide screening targets is given to teachers at the last staff meeting of the school year.

* The pandemic paused our parent workshops this year. We plan to return them next school year.