2. **High Achievement Ability***
   Grade two only: Students taking the Otis-Lennon School Ability Test, Eighth Edition (OLSAT-8) and meeting one of the qualifying scores below will be identified as gifted in the High Achievement Ability category.
   a. A score of 95% or above on the Total Verbal or Nonverbal, Age-Based Percentile Rank.
   b. Expanded criteria for students of low socioeconomic status – students with a Total Age-Based Score of 90% to 94% on the OLSAT-8 who meet the federally defined poverty level will be identified as gifted.

   Grade fifth or above: Two current consecutive years of advanced achievement in reading (elementary), English (secondary) and mathematics evidenced by:
   a. Smarter Balanced Assessment Consortium (SBAC) Test: Meeting the achievement level scale score range for “Standards Exceeded” on English Language Arts/Literacy and Mathematics. Or
   b. District-approved standardized achievement tests: Have a total national percentile scores of 95 or above in both English Language Arts and Mathematics.

3. **Specific Academic Ability***
   Grade five or above: Three current consecutive years of advanced achievement in reading (elementary), English (secondary), or mathematics. Advanced achievement may be evidenced by:
   a. Smarter Balanced Assessment Consortium (SBAC) Test: Meeting the achievement level scale score range for “Standards Exceeded” on either English Language Arts/Literacy or Mathematics. Or
   b. District-approved standardized achievement tests: Have a total national percentile scores of 95 or above either in English Language Arts or Mathematics.

   Elementary: Report card grade of 4 in Achievement for the second and third grading period in reading or math.
   Secondary: 4.0 GPA (3.5 if Honors) for both semesters in English or math.

*Identification is automatically uploaded based on District data for all students attending LAUSD schools.

4. **Performing Arts Ability** – Grade two or above
   Talent assessment areas include dance, drama and voice and is accomplished through a Districtwide audition in the performing arts at a demonstration site.

5. **Visual Arts Ability** – Grade two or above
   Talent assessment areas include drawing and painting and consists of portfolio evaluation of student artwork and a Districtwide demonstration of student drawings at the demonstration site.

6. **Creative Ability** – Grade two or above
   Assessment of outstanding ability or the potential for such ability is based on accumulated evidence, including a required student portfolio.

7. **Leadership Ability** – Grade two or above
   Assessment of outstanding ability or the potential for such ability is based on accumulated evidence, including a required student portfolio.

**GIFTED/TALENTED PROGRAMS**

Dr. Lucy Hunt, Coordinator, Local District Central
Susanna Furfari, Coordinator, Local District Northeast
Dr. Robert Grubb, Specialist, Local District Northwest
Kevin Kilpatrick, Coordinator, Local District South
Dr. Nicole Niederdeppe, Coordinator, Local District East
Erin Yoshida-Ehrmann, Coordinator, Local District West
Wynne Wong-Cheng, Coordinator
Psychological Services, Central Office
Michelle Papazyan, Specialist
Psychological Services, Central Office
Anne Fleming, Psychologist
Psychological Services, Central Office

Arlie Galvez, Director
Advanced Learning Options

**Web Page:** http://achieve.lausd.net/GATE
**Facebook:** www.facebook.com/LAUSDGATE
**Twitter:** twitter.com/LAUSDGATE

**MISSION STATEMENT:**
Embracing our diversity to educate L.A.’s youth, ensure academic achievement and empower tomorrow’s leaders. We are L.A. Unified.

Austin Beutner
Superintendent of Schools

Gifted/Talented Programs
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INTRODUCTION (DEFINITION)

In accordance with California Ed Code, Los Angeles Unified School District (LAUSD) defines a gifted and talented student as one who exhibits excellence or the capacity for excellence far beyond that of their chronological peers in one or more gifted/talented categories. The LAUSD Board of Education has adopted a plan for Gifted and Talented Education (GATE), which includes District policies and procedures for identifying gifted learners in seven categories. The District’s policies and procedures for gifted/talented identification are in accordance with California State requirements and the District’s agreement with the Office for Civil Rights.

PROCESS FOR IDENTIFICATION (SCREENING)

Identification for GATE is accomplished through a screening and assessment process. Interested parents should contact their local school and meet with the school site GATE coordinator to initiate the process.

1. A referral for identification can be made by parents/families, teachers, students, peers, members of the community, or the student can self-nominate.
2. The school develops an initial list of potential candidates through the process of search and referral.
3. The school site GATE coordinator collects students’ data from existing sources such as the cumulative record, standardized test scores, and report cards.
4. The local school Screening Committee makes a recommendation for consideration of eligibility of students.
5. The school site GATE coordinator obtains parent consent and generates the application.
6. For the Intellectual Ability, an intelligence test administered by a LAUSD designated GATE psychologist is required.
7. For Visual and Performing Arts, an audition in the performing arts or a demonstration in the visual arts is required.
8. A designated District staff member reviews all screening and assessment materials and determines the eligibility of students.

CATEGORIES OF IDENTIFICATION

Intellectual Ability
Second semester kindergarten or above: Students whose general intellectual development is markedly advanced in relation to their chronological peers.

High Achievement Ability
Grade 2 only: Students who demonstrate high achievement on a nationally standardized, norm-referenced, group administered measure of verbal and non-verbal school abilities (i.e., OLSAT-8).

Fifth grade and above: Students who function for two consecutive years at highly advanced levels in reading (elementary) or English (secondary) and mathematics.

Visual or Performing Arts Ability
Second grade and above: Students who originate, perform, produce, or respond at exceptionally high levels in either dance, voice, drama, drawing, or painting.

Creative Ability
Fourth grade and above: Students who use imagination or have original ideas; have the ability to think up and design new inventions; produce innovative work; solve problems in new ways; or develop an idea based on an original, novel, or unconventional approach.

Leadership Ability
Fourth grade and above: Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction.

It is the District’s expectation that a school’s GATE identification reflects student demographics. If underrepresentation exists, then school staff must take immediate action to ensure equitable access to gifted/talented identification.

POLICY

Students may be referred for assessment by a parent, teacher, friend or self-referral. However, the referral must be screened and the recommendation to continue the identification process must be made by LAUSD school certificated personnel. Recommendations must be supported by school records. The screening process and recommendation must be documented prior to obtaining the required parent consent and completing the referral.

ELIGIBILITY CRITERIA

1. Intellectual Ability – Second semester kindergarten and above. In general, students are tested only one time.

Superior cognitive abilities indicated on an intelligence test administered by a LAUSD designated GATE psychologist.

a. Students who score between 95% to 99.8% are identified as gifted.

b. Students who score a 99.9% are identified as highly gifted.

(Note: students who score a 99.5% to 99.8% are considered “highly gifted applicable” and may apply to a highly gifted magnet program; selection is based upon space availability).

c. Expanded criteria for students from low socio-economic backgrounds — students who score between 90—94% and meet the federally defined poverty level are identified as gifted.