

Cold Spring School District Board of Trustees

AGENDA

Regular Meeting
Monday, April 20, 2015

Cold Spring School Auditorium
2243 Sycamore Canyon Road, Santa Barbara, CA 93108

Public Comments – *Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:*

Persons wishing to address the Board must turn in a Request to Address the Board form prior to the agenda item or prior to the Public Comments period if the item is not on the agenda.

During the Public Comments agenda item (Item 8), members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)

Members of the public may address the Board on any item on the agenda either before or during the Board's consideration of the item. A Request to Address the Board must be turned in prior to the agenda item.

Individual speakers shall be allowed three (3) minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 15 minutes.

Accessibility – *In compliance with the American Disabilities Act, if you need special assistance to participate in the meeting or need this agenda provided in disability-related alternative format, please contact the Superintendent/Principal's Office at (805) 969-2678.*

Reports/Attachments – *Members of the public may request a copy of the agenda, or a copy of the documents constituting the agenda packet, of any meeting of the Board of Trustees.*

REGULAR SESSION

CALL TO ORDER – 6:00 p.m. (5 minutes)

Bryan Goligoski, President
Michael Wasserman, Vice-President
Jennifer Miller, Clerk
John Murphy, Trustee
Kim Ferrarin, Trustee

1. **OATH OF OFFICE – SWEARING IN OF NEW BOARD MEMBER KIM FERRARIN**
2. **ADJOURN TO CLOSED SESSION**
No Closed Session scheduled.
3. **PLEDGE OF ALLEGIANCE**
4. **ANNOUNCEMENT OF CLOSED SESSION ACTION**
5. **APPROVAL OF MINUTES –**
 - 5.A. March 9, 2015 Regular Session
 - 5.B. March 17, 2015 Special Closed Session
6. **RECOGNITIONS, RECEIPT OF GIFTS,
ACKNOWLEDGEMENTS AND ACCEPTANCES**
7. **BOARD COMMENTS - COMMUNICATION/CORRESPONDENCE**
Individual Board members may share information or correspondence with the Board, staff, and the public.
8. **PUBLIC COMMENTS**
During this time, the Board President may acknowledge requests to speak on a topic not on the agenda. Persons wishing to address the Board should make a written request prior to this agenda item.
9. **CONSENT AGENDA**
The following items are routine and may be enacted by approval of a single motion. There will be no separate discussion of these items. Any item may be removed from the Consent Agenda upon request of a Board member.

Recommended that the board approve the following items as presented:

- 9.A. FINANCE ITEMS:**
 - 1. Warrants (attachment)
 - 2. Regular Payroll: \$196,783.43
 - 3. Other financial items since preparation of the agenda
 - 9.B. Applications for Use of School Facilities**
 - 9.C. Personnel**
- 10. SUPERINTENDENT REPORT**
- 10.A. Quarterly Williams Report**
 - 10.B. Presentation from Parent Square – Linn Siller**
 - 10.C. Monthly Enrollment Report, current and projected**
 - 10.D. Immunization Presentation – Dana Crone, School Nurse**
 - 10.E. California Assessment of Student Performance and Progress
Student Test Reports**
- 11. BUSINESS AND FINANCE**
- 11.A. Discussion of Option for YMCA to Partner With the Dolphin Center
– Mike Yamasaki, YMCA Executive Director**
 - 11.B. Kruger, Bensen, Ziemer Proposal for Administrative Building
Construction – Joe Wilcox**
 - 11.C. Review and Discussion of Fund 17 Designation Priorities**
 - 11.D. Review and discussion of the Preliminary 2015-16 District Budget**
 - 11.E. Role of the Cold Spring Foundation in a Capital Campaign**
 - 11.F. Approval – Updated SACS Secondary Interim Report “Cash Flow
Form”**
 - 11.G. Approval of the Tentative Agreement between the Cold Spring
Education Association and the Cold Spring School District and Public
Disclosure of Collective Bargaining Agreement**
- 12. ACTION AGENDA**
- 12.A. Review and approval of School Accountability Report Card for 2014**
 - 12.B. Approval of Revised Board Policy 5141.31, Immunization, Second
Reading**

- 12.C. Approval of Revised Administrative Regulation 5141.31, Immunization, Second Reading**
- 12.D. Review and Approval of Music Specialist's Professional Development Proposal**

13. CONFERENCE AGENDA

Conference items may recognize people and programs, provide reports, request operational actions, discuss proposals, or make recommendations. The Board may comment, provide direction or take action on these items. Generally, items requiring action will be placed on a following agenda.

13.A. Review of Draft Local Control and Accountability Plan

13. B. Proposal for Upper Grade Math Instruction for 2015-16

13. ADJOURNMENT

REGULAR SESSION

CALL TO ORDER – 6:00 p.m. (5 minutes)

Bryan Goligoski, President
Michael Wasserman, Vice-President
Jennifer Miller, Clerk
John Murphy, Trustee
Kim Ferrarin, Trustee

- 1. OATH OF OFFICE – SWEARING IN OF NEW BOARD MEMBER KIM FERRARIN**
- 2. ADJOURN TO CLOSED SESSION**
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- 3. PLEDGE OF ALLEGIANCE**
- 4. ANNOUNCEMENT OF CLOSED SESSION ACTION**
- 5. APPROVAL OF MINUTES –**
 - 5.A. March 9, 2015 Regular Session**
 - 5.B. March 17, 2015 Special Closed Session**
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ACKNOWLEDGEMENTS AND ACCEPTANCES**
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- 9. CONSENT AGENDA**
The following items are routine and may be enacted by approval of a single motion. There will be no separate discussion of these items. Any item may be removed from the Consent Agenda upon request of a Board member.

Cold Spring School District Board of Trustees

MINUTES - Regular Meeting Monday, March 9, 2015

Members Present

Bryan Goligoski, President
Michael Wasserman, Vice-President
Jennifer Miller, Clerk of the Board
John Murphy, Trustee

Staff Present

Dr. Tricia T. Price, Superintendent/Principal
Coral Godlis, Executive Assistant
Scott Lathrop, CBO
Janet Reid
Kelly Orwig
Diana Wilson
Jean Gradias
Linda Edwards
Taiwo Madison

Guests

Kathy Davidson, Blair Edwards, David Strauss, Greg Peterson, Felicia Song, Liat Wasserman, Josh Convisor, Diane Morgan, Amanda Rowan, Kim Ferrarin, Lori Walker, Mary McMaster

1. CALL TO ORDER

The meeting was called to order at 4:02 pm.

2. ADJOURN TO CLOSED SESSION

The meeting adjourned to Closed Session at 4:03 P.M.

2.A. The Board heard an appeal from parents regarding an inter-district transfer denial (Board Administrative Regulation 5117(a))

3. PLEDGE OF ALLEGIANCE

4. ANNOUNCEMENT OF CLOSED SESSION ACTION

President Goligoski *Motioned*, Vice President Wasserman seconded, to uphold the Districts decision to deny the inter-district transfer. The Motion carried unanimously.

5. ADJOURN TO SPECIAL SESSION

The meeting adjourned to Special Session at 4:20 P.M.

**5.A. INTERVIEWS OF APPLICANTS FOR APPOINTMENT AS
INTERIM MEMBER OF THE BOARD OF TRUSTEES**

The Board of Trustees interviewed six applicants at the meeting.

5.B. DISCUSSION

Before the discussion began, Ms. Rowan, withdrew her name to be considered for the position on the Board. The Board of Trustees reviewed and discussed all the other interview responses of the candidates.

5.C. ACTION AGENDA

President Goligoski *Motioned*, Vice President Wasserman seconded, to approve the selection of interim member, Kimberly Ferrarin, to the Board of Trustees. The Motion was carried unanimously.

RETURN TO REGULAR SESSION

The regular meeting reconvened at 6:20 P.M.

6. APPROVAL OF MINUTES

6.A. February 9, 2015 Regular Session

Trustee Murphy *Motioned*, President Goligoski seconded, to approve the Minutes of February 9, 2015 as amended. The Motion carried unanimously.

6.B. February 19, 2015 Special Session

President Goligoski *Motioned*, Vice President Wasserman seconded, to approve the Minutes of February 19, 2015. The Motion carried unanimously.

**7. RECOGNITIONS, RECEIPT OF GIFTS, ACKNOWLEDGEMENTS, AND
ACCEPTANCES**

There were no recognition, receipt of gifts, acknowledgments, or acceptances to report.

8. BOARD COMMENTS – COMMUNICATION/CORRESPONDENCE

There were no Board comments to report.

9. PUBLIC COMMENTS

A community member, David Strauss, addressed the Board with concerns regarding the water rate increase that Montecito Water District may impose in April. He would like to encourage community members to attend Montecito Water Districts Board meetings to become educated about the local water issues.

10. CONSENT AGENDA

10.A. FINANCE ITEMS:

1. Warrants (attachment)
2. Regular payroll: **\$198,101.67**
3. Other financial items since preparation of the agenda

10.B. Applications for Use of School Facilities

10.C. Personnel Items

1. Resignation: one certificated, one classified

Vice President Wasserman *Motioned*, Trustee Murphy seconded, to approve the Consent Agenda. The Motion carried unanimously.

11. SUPERINTENDENT REPORT

At this point the Superintendent elected to move items 11.E and 11.F to the start of the Superintendents Report a courtesy to the parents in the audience that attended the meeting to hear those reports.

11.A. Superintendent/Principal's Goals Update

Superintendent Price gave her routine update of the progress toward the completion of the goals for the 2014-15 school year. There were no new goals to report.

11.B. Monthly Enrollment Report

The enrollment is projected to go down significantly next year which will effect staffing however this number tends to increase as the new school year approaches.

11.C. Local Control and Accountability Plan (LCAP) Survey Results Summary

Superintendent Price presented the results from the LCAP survey that was given to parents and staff. She will present a draft of the LCAP at the April Board meeting which will reflect the responses from the survey.

11.D. 125th Year Celebration: Saturday, May 30, 2015. Details to come!

The Board would like to reach out and include parents as well as the greater Cold Spring School District community to the 125th celebration.

11.E. Update on Grouping for Math Instruction

The Board opened up a discussion to the audience. Parents voiced their concerns regarding grouping for math instruction. Parents are interested to know the plan for Common Core math next school year. Teachers will continue to explore strategies for teaching math. The Board will continue to offer support to teachers if they need any resources for Common Core. Superintendent Price proposed another Math Information Night before the beginning of next school year, this will help provide a forum for parents to have some of their questions answered by teachers.

11.F. Placement Process for Seventh Grade in Math and Language Arts

This discussion was incorporated with the discussion for 11.E, grouping for math instruction. Superintendent Price updated the Board and parents about the math and language arts assessments for the current sixth grade class going into junior high. This placement will affect their pathway through junior high and high school.

12. BUSINESS AND FINANACE

12.A. Approval of the Second Interim Report for the 2014-15 Budget

CBO Lathrop gave a power point presentation of the Second Interim Report for the 2014-15 Budget.

President Goligoski *Motioned*, Trustee Murphy seconded, to approve the Second Interim Report for the 2014-15 Budget. The Motion carried unanimously.

13. ACTION AGENDA

13.A. Approval of Release of Temporary Personnel

Vice President Wasserman *Motioned*, Trustee Murphy seconded, to approve the Release of Temporary Personnel. The Motion carried unanimously.

13.B. Approval of Revised 2015-16 Calendar

The 2015-16 Calendar was revised to reflect a suggestion from the teaching staff to move the spring parent/teacher conferences to the week directly prior to spring break.

President Goligoski *Motioned*, Vice President Murphy seconded, to approve the revised 2015-16 Calendar. The Motion was carried unanimously.

13. C. Election of Representative to CSBA's Delegate Assembly

President Goligoski *Motioned*, Clerk of the Board Miller seconded, to elect Monique Limon as the Representative to CSBA's Delegate Assembly. The Motion carried unanimously.

13.D. Notice to the Board not to Re-employ Certificated Staff and Approval of Resolution 2014/15-10 Reduction of Particular Kinds of Certificated Service

President Goligoski *Motioned*, Vice President Wasserman seconded, not to Re-employ staff and approve Resolution 2014/15-10 Reduction of Particular Kinds of Certificated Service. The Motion carried unanimously.

14. CONFERENCE AGENDA

14.A. Review and discussion of assumptions to use in the beginning stages of the development of the 2015-16 District Budget

Superintendent Price gave an update on the preliminary information which will guide the budget for next school year. She will recommend ten teachers and one TOSA for the Board to budget next year.

14.B. Review and Discussion of Revised Board Policy 5141.31, Immunizations, First Reading

Superintendent Price suggested the School Nurse, Dana Crone, give a brief presentation at the April Board meeting to bring the Board up to date on the status of immunizations at Cold Spring School. No action was taken.

14.C. Review and Discussion of Revised Administrative Regulation 5141.31, Immunizations, First Reading

No action was taken.

14.D. Board Beliefs/Vision/Goals for Review and/or Discussion

An ad hoc committee was formed to review and discuss the Beliefs/Vision/Goals for the Cold Spring School District. This committee is comprised of Vice President Wasserman and Trustee Murphy.

14.E. Review and Discussion of Summer Field Maintenance

Superintendent Price presented the proposal to finish the field maintenance project. If possible, she would like to schedule the work to be done over Spring Break, when students are not present. The project would not exceed a total of \$3,700.

President Goligoski *Motioned*, Trustee Murphy seconded, to approve the proposal of the Field maintenance project, not to exceed \$3,700. The Motion was carried unanimously.

14.F. Computer Acquisition Schedule for Review and Discussion

As directed by the Board during the February meeting, CBO Lathrop, Superintendent Price, and Mr. Garfield met and discussed a schedule and budget for the technology and acquisition of computers. They decided to separate the budget for the student's technology and the District's technology.

15. ADJOURNMENT

The Regular meeting of the Cold Spring School District Board of Trustees was adjourned at 8:32 P.M.

Clerk of the Board

5.A.5

Cold Spring School District Board of Trustees

MINUTES - Special Session Tuesday, March 17, 2015

Members Present

Bryan Goligoski, President
Michael Wasserman, Vice-President
Jennifer Miller, Clerk of the Board
John Murphy, Trustee

Staff Present

Dr. Tricia T. Price, Superintendent/Principal
Scott Lathrop, CBO

1. CALL TO ORDER

The meeting was called to order at 9:07 a.m.

2. ADJOURN TO CLOSED SESSION

2.A. Conference with Labor Negotiator – The Superintendent/Principal conferred with the Board regarding negotiations with the Cold Spring Education Association (Pursuant to Government Code 54957.6)

RETURN TO REGULAR SESSION

3. PLEDGE OF ALLEGIANCE

4. ANNOUNCEMENT OF CLOSED SESSION ACTION

There was no reportable action taken during closed session.

5. BOARD COMMENTS - COMMUNICATION/CORRESPONDENCE

There were no comments to report.

6. PUBLIC COMMENTS

There were no public comments.

7. ADJOURNMENT

The meeting adjourned at 9:43 a.m.

Clerk of the Board

APY170-01
DATE 03/06/15
TIME 00:13:55
DISTRICT 06

SANTA BARBARA COUNTY SCHOOLS
SCHOOL DISTRICT BOARD APPROVAL LIST
BY WARRANT NUMBER
COLD SPRING SCHOOL DISTRICT ISSUE DATE 3/06/15

WARRANT NO.
DOCUMENT NO.

PAYEE
DESCRIPTION #1
DESCRIPTION #2

WARRANT AMT.
DOCUMENT AMT.

1353328 DP010578	BETTER EARTH LANDSCAPE CO. LANDSCAPE MAINTENANCE	351.00 ** 351.00 *
1353329 DP010576	COASTAL COPY, LP KYOCERA KM7551&KYOCERA 8001I 02/24/15	2,425.43 ** 967.30 *
DP010579	KYOCERA KM6030&KYOCERA 7550CI 01/20/15-02/06/15	1,458.13 *
1353330 DP010581	LINDA EDWARDS REIMBURSE WESTMONT SCIENCE SPECIALIST FOR SUPPLIES	929.63 ** 30.95 *
DP010582	KEYBOARDING SKINS FOR 4TH, 5Th & 6th	695.49 *
DP010583	PAPER GOODS FOR WRITING CLUB REFRESHMENTS	24.84 *
DP010584	LITERATURE 13 COPIES "TIGER RISING"	67.29 *
DP010585	SCIENCE SUPPLIES: BATTERIES OWL PELLETS, ZIPLOOK BAGS	88.06 *
DP010586	FEE FOR LA PURISIMA FIELD TRIP 4th GRADE	23.00 *
1353331 DP010575	EMPIRE CHEMICAL CO., INC. MAINTENANCE SUPPLIES	749.62 ** 749.62 *
1353332 DP010580	KIM COLLINS PIANO TUNING	330.00 ** 330.00 *
1353333 DP010569	MOUNTAIN SPRING WATER DRINKING WATER	197.00 ** 197.00 *
1353334 DP010573	NASCO MODESTO-ARISTOTLE CORP ART SUPPLIES	224.04 ** 224.04 *
1353335 DP010574	NICK RAIL MUSIC NEW PEG AND STRINGS	12.70 ** 12.70 *
1353336 DP010572	OFFICE DEPOT, INC. CLASSROOM SUPPLIES	310.38 ** 310.38 *
1353337 DP010587	UPS UPS SHIPPING	28.44 ** 28.44 *
1353338 DP010570	VISA AMAZON PURCHASES LIBRARY	465.94 ** 465.94 *

APY170-01
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DISTRICT 06

SANTA BARBARA COUNTY SCHOOLS
SCHOOL DISTRICT BOARD APPROVAL LIST
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ISSUE DATE 3/06/15

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WARRANT AMT.
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1353339 VISA 533.59 **
DP010571 MONTEREY INN & AMAZON PURCHASE 533.59 *

1353340 WEST MUSIC 100.35 **
DP010577 MUSIC SUPPLIES 100.35 *

DISTRICT TOTAL 6,658.12

DISTRICT WARRANTS 13

9.A.2

APY170-01
DATE 03/13/15
TIME 00:01:53
DISTRICT 06

SANTA BARBARA COUNTY SCHOOLS
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1354483 DP010596	BECKY BANNING Chairs for the main office	197.56 ** 197.56 *
1354484 DP010588	EMPIRE CHEMICAL CO., INC. MAINTENANCE SUPPLIES	372.43 ** 372.43 *
1354485 DP010595	GE CAPITAL INFO TECH SLTNS, INC COPY MACH 02/15 PYMT KYOCERA TASK ALFA 7551CI & 8001I	848.88 ** 848.88 *
1354486 DP010604	HOUGHTON MIFFLIN HARTCOURT PUB SCORING SERVICES FOR GATE ASSESSMENTS	201.21 ** 201.21 *
1354487 DP010597	J.W. PEPPER & SON, INC. SPRING SING '16	12.35 ** 12.35 *
1354488 DP010589	JOCELYN TIPPLE BAND INSTRUCTION	800.00 ** 800.00 *
1354489 DP010592	LUKE MIZUKI SPRING SING	80.00 ** 80.00 *
1354490 DP010599	LUMENS INTEGRATION, INC PARTS REPLACEMENT FEE FOR OUT WARRANTY LUMENS DOCUMENT CAMER	107.75 ** 107.75 *
1354491 DP010590	MARBORG INDUSTRIES WASTE SERVICE FEB 2015	835.05 ** 835.05 *
1354492 DP010594	MONTECITO WATER DISTRICT WATER SERVICE 12/30-01/27/15	348.09 ** 348.09 *
1354493 DP010591	NASCO MODESTO-ARISTOTLE CORP ART SUPPLIES	47.52 ** 47.52 *
1354494 DP010601 DP010602	OFFICE DEPOT, INC. CLASSROOM SUPPLIES CLASSROOM SUPPLIES	676.23 ** 383.54 * 292.69 *
1354495 DP010593	TRI-COUNTY EDUCATION COALITION TRI-COUNTY EDUCATION COALITION DUES	50.00 ** 50.00 *
1354496 DP010600	UNITED IMAGING TONER	357.91 ** 357.91 *

9.A.3

APY170-01
DATE 03/13/15
TIME 00:01:53
DISTRICT 06

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1354497 WEST MUSIC 13.75 **
DP010598 MUSIC SUPPLIES 13.75 *

1354498 SMART & FINAL 73.77 **
DP010603 DOLPHIN CENTER SNACKS 73.77 *

DISTRICT TOTAL 5,022.50

DISTRICT WARRANTS 16

9.A.4

APY170-01
DATE 03/20/15
TIME 00:02:01
DISTRICT 06

SANTA BARBARA COUNTY SCHOOLS
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1355693 DP010606	BECKY BANNING CHAIR FOR SUPERINTENDENT	98.78 ** 98.78 *
1355694 DP010608	CHRISTY WHITE ASSOCIATES 2013-14 MEASURE C BOND AUDIT	1,800.00 ** 1,800.00 *
1355695 DP010619	COX COMMUNICATION-ORG TELEPHONE/INTERNET SERVICES ACCOUNT #27015601	499.74 ** 499.74 *
1355696 DP010620	COX COMMUNICATION-ORG TELEPHONE/INTERNET SERVICES ACCOUNT #27175101	794.56 ** 794.56 *
1355697 DP010616	DATA MANAGEMENT, INC. VISITOR PASS BOOK	162.00 ** 162.00 *
1355698 DP010611	DISALVO, SARA I TUNE MUSIC FOR CLASS	2.97 ** 2.97 *
1355699 DP010610	ECONOMY SUPPLY COMPANY MAINTENANCE SUPPLIES	394.80 ** 394.80 *
1355700 DP010607	EMPIRE CHEMICAL CO., INC. MAINTENANCE SUPPLIES	80.84 ** 80.84 *
1355701 DP010622	EPS LITERACY & INTERVENTION EXPLODE THE CODE 1 1/2 EPS 2015 CATALOG K-12 GF5	125.45 ** 125.45 *
1355702 DP010618	MISHA LEWIS MILEAGE CLAIM SEPT 14 - FEB 15	513.25 ** 513.25 *
1355703 DP010615	LUMENS INTEGRATION, INC PARTS REPLACEMENT FEE FOR OUT WARRANTY LUMENS DOCUMENT CAMER	107.75 ** 107.75 *
1355704 DP010612	NICK RAIL MUSIC HOWARD CORE 1/4 CORE BRAZILWOOD VIOLIN BOW	23.98 ** 23.98 *
1355705 DP010605	O'NEILL, AMBER ART SUPPLY REIMBURSEMENT	182.48 ** 182.48 *
1355706 DP010609	PITNEY BOWES POSTAGE MACHINE LEASE	145.81 ** 145.81 *

a.A.5

APY170-01
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1355707 DP010613	SANTA BARBARA COUNTY SCHOOLS PARTIAL BILLING FOR DIRECT SERVICE CHARGEBACK 8/1-12/31	104,809.00 ** 104,809.00 *
1355708 DP010617	SOUTHERN CA EDISON COMPANY ELECTRIC SERVICE FEB 2015	1,646.56 ** 1,646.56 *
1355709 DP010614	UNITED IMAGING TONER	485.67 ** 485.67 *
1355710 DP010621	UPS UPS SHIPPING	30.08 ** 30.08 *

DISTRICT TOTAL 111,903.72

DISTRICT WARRANTS 18

0.110

APY170-01
DATE 03/27/15
TIME 00:18:22
DISTRICT 06

SANTA BARBARA COUNTY SCHOOLS
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PAGE 1

ISSUE DATE 3/27/15

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1356782 DP010623	A-OK WEED & BRUSH GOPHER ABATEMENT	360.00 ** 360.00 *
1356783 DP010624	ANDERSON SYSTEMS INC. REPLACE TOILETS	1,173.33 ** 1,173.33 *
1356784 DP010625	BAY ALARM COMPANY BAY ALARM - SECURITY SYSTEM	108.00 ** 108.00 *
1356785 DP010626	BITVISION, LLC PEACE OF MIND - BACK UP	548.00 ** 548.00 *
1356786 DP010627	DEPARTMENT OF JUSTICE FINGERPRINT APPS	32.00 ** 32.00 *
1356787 DP010628	FAGEN FRIEDMAN & FULFROST LLP GOVERNANCE TRAINING	1,700.20 ** 1,700.20 *
1356788 DP010629	J.W. PEPPER & SON, INC. LA VIOLETTE	7.97 ** 7.97 *
1356789 DP010630	NICK RAIL MUSIC RICO REGULAR Bb CLARINET REEDS RICO REGULAR ALTO SAX REEDS	40.66 ** 40.66 *
1356790 DP010631 DP010632 DP010633	OFFICE DEPOT, INC. OFFICE SUPPLIES OFFICE SUPPLIES TEACHERS LOUNGE SUPPLIES	353.29 ** 158.93 * 37.75 * 156.61 *
	DISTRICT TOTAL	4,323.45
	DISTRICT WARRANTS	9

APY170-01
DATE 04/03/15
TIME 00:03:53
DISTRICT 06

SANTA BARBARA COUNTY SCHOOLS
SCHOOL DISTRICT BOARD APPROVAL LIST
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COLD SPRING SCHOOL DISTRICT

PAGE 1

ISSUE DATE 4/03/15

WARRANT NO.
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WARRANT AMT.
DOCUMENT AMT.

1357911 DP010639	BETTER EARTH LANDSCAPE CO. LANDSCAPE MAINTENANCE	351.00 ** 351.00 *
1357912 DP010634	CHRISTY WHITE ASSOCIATES 10% RETENTION RELEASED	420.00 ** 420.00 *
1357913 DP010638	GE CAPITAL INFO TECH SLTNS, INC COPY MACH 02/15 PYMT KYOCERA TASK ALFA 7551CI & 8001I	848.88 ** 848.88 *
1357914 DP010635	J.W. PEPPER & SON, INC. MERRY MERRY HEART	1.95 ** 1.95 *
1357915 DP010636	OFFICE DEPOT, INC. CLASSROOM SUPPLIES	243.82 ** 243.82 *
1357916 DP010637	TRI-VALLEY TROPHIES NAMEPLATE KIM FERRARIN	40.50 ** 40.50 *
	DISTRICT TOTAL	1,906.15
	DISTRICT WARRANTS	6

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AY955-01

SANTA BARBARA COUNTY EDUCATION OFFICE
FINAL PAYROLL PRELIST
PAY PERIOD 13 MAR REG

PROCESS DATE 03/24/15
TIME OF DAY 18:50:41

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PROCESS DATE 03/24/15
TIME OF DAY 18:50:41
SANTA BARBARA COUNTY EDUCATION OFFICE
FINAL PAYROLL PRELIST
PAY PERIOD 13 MAR REG
DISTRICT FUND TOTALS :
FUND 01 \$193,168.04
06 COLD SPRING SCHOOL DISTRICT
PAY55-01

6 COLD SPRING SCHOOL DISTRICT

DISTRICT FUND TOTALS:

卷之三，三八八·〇四

FUND 63 : \$3,415.39

FUND TOTAL: \$196,783.43

DISPENSATION BY BOTANICAL AGENTS

* * * * *

AS A DESIGNEE OF THE DISTRICT'S GOVERNING BOARD, I HAVE REVIEWED THE RELEVANT SUPPORTING DOCUMENTS AND CERTIFY THAT THE PAYROLL WARRANT EXPENDITURES LISTED HEREIN ARE CORRECT, AUTHORIZED, AND CONSTITUTE PROPER LEGAL CLAIMS AGAINST THE SCHOOL DISTRICT. NO PAYMENTS HAVE BEEN MADE ON BEHALF OF THE DISTRICT, COUNTY EDUCATION OFFICE, OR JOINT POWERS AGENCY FOR ANY PURPOSE OTHER THAN WHAT IS

DESCRIPTIVE IN THE SUPPORTING DOCUMENTATION.

— 1 —

AUTHORIZED SIGNATURE
Sept 1/96

1 TITLE
4.6.15

DATE

* * * * *

COLD SPRING SCHOOL DISTRICT

USE OF SCHOOL FACILITIES APPLICATION AND AGREEMENT

2009-2010 School Year

For Facility Request Use	
Applications received are _____	
<input type="checkbox"/> Calendar Date	<input type="checkbox"/> Preliminary Approval
<input type="checkbox"/> Board Approval	
Request for (if any):	Approved by:
Requesting Organization:	
Total amount due:	Approval Date:
\$120	3/20/15

I) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use:

Start Date _____ End Date: _____

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: June 4

Note: School-connected organizations must apply by the deadline in order to retain priority scheduling. After the deadline, your organization may come

Single Event

Exact hours of use:

Date requested: 3/10/15

II) WHAT FACILITIES DO YOU NEED? (check all that apply)

- Auditorium
- Classroom
- Playground

- Library
- Play field
- Parking lot

- Basketball court
- Kitchen

- Basketball court
- Ballroom

III) EVENT INFORMATION

Expected number of attendees: _____ people
_____ vehicles

The purpose of the requested use of school facilities is:

Wedding, Party

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

N/A

School equipment or furniture requested:

--

IV) APPLICANT INFORMATION

Name of Applicant:

Tiffanie A. POC: Brianda Jones

Address:

11 Monticello Dr. #107 Cold Spring NY 10516

Monticello NY 10516 Monticello CA 93108

Name of Organization:

Merry Brown Events

Contact information (phone or email):

brianda@merrybrownevents.com

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Signature

Date

9.B.1

COLD SPRING SCHOOL DISTRICT

1243 Sycamore Canyon Road - Santa Barbara, CA 93108 (805) 969-2678 • FAX 969-0787

**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE —

Application received on: _____

Calendar Check Preliminary Approval Board Approval

Rental fee (if any) \$ _____

Approved by: *[Signature]*

Restroom fee \$ _____

Key/cleaning deposit \$ _____

Total amount due: \$ _____

Approval Date: *3-24-15*

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: *3:10pm to 4:10pm*
Start Date: *April 9* End Date: *May 28, 2015*

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-served.

Single Event

OR

Exact hours of use: _____

Date requested: _____

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

- | | | | | |
|-------------------------------------|---|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Auditorium | <input checked="" type="checkbox"/> Classroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Basketball court | <input type="checkbox"/> Kitchen |
| <input type="checkbox"/> Library | <input type="checkbox"/> Play field _____ | <input type="checkbox"/> Parking lot | <input type="checkbox"/> Baseball field | <input type="checkbox"/> Bathrooms |

3) EVENT INFORMATION

Expected number of attendees: *20* people
_____ vehicles

The purpose of the requested use of school facilities is:

Piano keyboard class

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

to pay the instructor for an 8 week session.

School equipment or furniture requested:

4) APPLICANT INFORMATION

Name of Applicant:

Warren Mendes

Address:

*P.O. Box 8477
Van Nuys, CA 91409*

Name of Organization:

Musical Minds

Contact information (phone or email):

*310-592-0433
mendes2000@hotmail.com*

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

[Signature]

3/10/15

Date

COLD SPRING SCHOOL DISTRICT
2243 SYCAMORE CANYON ROAD • SANTA BARBARA CA 93108 (805) 969-2678 • FAX 969-0787

**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE		
Application received on: _____		
<input type="checkbox"/> Calendar Check <input type="checkbox"/> Preliminary Approval <input type="checkbox"/> Board Approval		
Rental fee (if any)	\$ _____	Approved by: <i>Brian</i>
Restroom fee	\$ _____	
Key/cleaning deposit	\$ _____	Approval Date: <i>3-24-15</i>
Total amount due:	\$ _____	

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: 2:30 - 4:10

Start Date: 4/7/15 End Date: 6/9/15

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-serve.

OR

Single Event

Exact hours of use: _____

Date requested: _____

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

- Auditorium
- Classroom
- Playground
- Basketball court
- Kitchen
- Library
- Play field
- Parking lot
- Baseball field
- Bathrooms

3) EVENT INFORMATION

Expected number of attendees: 6 - 30 people
_____ vehicles

The purpose of the requested use of school facilities is:

Children's safety awareness and self defense program "Kid Power"
Educational & Recreational"

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

overhead and cost of operations
including scholarships.

School equipment or furniture requested:

1 table and 1 chair

4) APPLICANT INFORMATION

Name of Applicant:

Brian Jordan

Address

37 Six Flags Cir
Buellton, CA 93427

Name of Organization:

South Coast Karate

Contact information (phone or email):

**Brian Jordan 687-5001
SouthCoastKarate@gmail.com**

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Brian Jordan
Signature

3/22/15

Date

COLD SPRING SCHOOL DISTRICT

2243 SYCAMORE CANYON ROAD • SANTA BARBARA • CA 93108 (805) 969-2678 • FAX 969-0787



**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE

Application received on: _____

Calendar Check Preliminary Approval Board Approval

Rental fee (if any) \$ _____

Approved by: 

Restroom fee \$ _____

Key/cleaning deposit \$ _____

Approval Date:

Total amount due: \$ _____

3-20-15

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: 3-4 pm **THURSDAYS**
Start Date: 4/9 End Date: 5/28

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-served.

Single Event

Exact hours of use: _____

Date requested: _____

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

Auditorium

Classroom

Playground

Basketball court

Kitchen

Library

Play field _____

Parking lot

Baseball field

Bathrooms

3) EVENT INFORMATION

Expected number of attendees:

15 kids

1 **INSTRUCTOR**
1 people
vehicles

The purpose of the requested use of school facilities is:

Wanna Yoga After-School Enrichment Class

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

**INSTRUCTOR fee, stickers, binders,
MUSIC, training, lesson plans,**

choreography time,
School equipment or furniture requested:

N/A

4) APPLICANT INFORMATION

Name of Applicant:

Samantha Goldenberg

Address

**4766 Park Granada Suite 206
Cabobas, CA 91302**

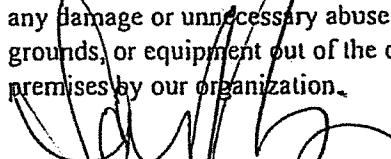
Name of Organization:

Wanna Dance And cheer

Contact information (phone or email):

818.312.6654

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.


Signature

3-18-15

Date

2014

COLD SPRING SCHOOL DISTRICT

2243 Sycamore Canyon Road • Santa Barbara, CA 93108 (805) 969-2678 • Fax 969-0787

**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE —	
Application received on: _____	
<input type="checkbox"/> Calendar Check <input type="checkbox"/> Preliminary Approval <input type="checkbox"/> Board Approval	
Rental fee (if any)	\$ _____
Restroom fee	\$ _____
Key/cleaning deposit	\$ _____
Total amount due:	\$ _____
Approved by: <i>[Signature]</i>	
Approval Date: 3-20-15	

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: *3-4 pm* FRIDAYS

Start Date: *4/10* End Date: *5/29*

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-served.

OR

Single Event

Exact hours of use: _____

Date requested: _____

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

- | | | | | |
|--|---|--------------------------------------|---|------------------------------------|
| <input checked="" type="checkbox"/> Auditorium | <input type="checkbox"/> Classroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Basketball court | <input type="checkbox"/> Kitchen |
| <input type="checkbox"/> Library | <input type="checkbox"/> Play field _____ | <input type="checkbox"/> Parking lot | <input type="checkbox"/> Baseball field | <input type="checkbox"/> Bathrooms |

3) EVENT INFORMATION

Expected number of attendees: 15 Kids 1 Instructor
1 vehicles

The purpose of the requested use of school facilities is:

Wanna Hip Hop After-School Enrichment Class

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

**costumes, instruction fee, stickers
binders, music, choreography**

time, lesson plans

School equipment or furniture requested:

N/A

4) APPLICANT INFORMATION

Name of Applicant:

Samantha Goldenberg

Address:

**4766 Park Granada Suite 206
Calabasas, CA 91302**

Name of Organization:

Wanna Dance And Cheer

Contact information (phone or email):

818.312.6654

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

[Signature]

3-18-15

Date

9.B.5

COLD SPRING SCHOOL DISTRICT
2243 Sycamore Canyon Road • Santa Barbara, CA 93108 (805) 969-2678 • fax 969-0787

**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE

Application received on: _____

Calendar Check Preliminary Approval Board Approval

Rental fee (if any) \$ _____

Approved by: *[Signature]*

Restroom fee \$ _____

Key/cleaning deposit \$ _____

Total amount due: \$ _____

Approval Date: 3.20.15

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: 8:15-5:00

Start Date: 4/10 End Date: 5/22

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-serve.

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

MUSIC

- Auditorium
- Library

- Classroom
- Play field _____

- Playground
- Parking lot

- Basketball court

- Kitchen
- Baseball field

- Bathrooms

3) EVENT INFORMATION

Expected number of attendees: 8 people
_____ vehicles

The purpose of the requested use of school facilities is:

*CONTINUING PIANO
INSTRUCTION FOR STUDENTS OF
COLD SPRING ENRICHMENT PGM*

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

Piano studio tuition fees

School equipment or furniture requested:

Piano in Ms DiSalvo's classroom

4) APPLICANT INFORMATION

Name of Applicant:

Cheryl Hall

Address:

*300 HOT SPRINGS RD, B57
MONTECITO CA 93108*

Name of Organization:

Piano studio of Cheryl Hall

Contact information (phone or email):

*805.845.3535
CHALL@PianostudioofCherylHall.com*

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Cheryl J Hall

Signature

3/10/15

Date

9-B.6

COLD SPRING SCHOOL DISTRICT
2243 SYCANOIRE CANYON ROAD • SANTA BARBARA CA 93108 (805) 969-2678 • FAX 969-0787

**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE	
Application received on: _____	
<input type="checkbox"/> Calendar Check <input type="checkbox"/> Preliminary Approval <input type="checkbox"/> Board Approval	
Rental fee (if any)	\$ <u>0</u>
Restroom fee	\$ <u>0</u>
Key/cleaning deposit	\$ <u>0</u>
Total amount due:	\$ <u>320.15</u>
Approved by: <u>S. Iwanaga</u>	
Approval Date: <u>3-20-15</u>	

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: 2 - 4:30

Start Date: Apr. 17 End Date: April 28, 2015

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-serve.

OR

Single Event

Exact hours of use: _____

Date requested: April 17 - April 28

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

- | | | | |
|-------------------------------------|---|--------------------------------------|---|
| <input type="checkbox"/> Auditorium | <input type="checkbox"/> Classroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Basketball court |
| <input type="checkbox"/> Library | <input type="checkbox"/> Play field _____ | <input type="checkbox"/> Parking lot | <input checked="" type="checkbox"/> Kitchen |
| | | | <input type="checkbox"/> Baseball field |
| | | | <input type="checkbox"/> Bathrooms |

3) EVENT INFORMATION

Expected number of attendees: 6 people
0 vehicles

The purpose of the requested use of school facilities is:

cooking class - enrichment

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

materials & instruction

School equipment or furniture requested:

kitchen equipment

4) APPLICANT INFORMATION

Name of Applicant:

Susan Iwanaga

Address

963 Chelham Way
S.B 93108

Name of Organization:

Cold Spring Culinary Academy

Contact information (phone or email):

969-4499
637-9844

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

S. Iwanaga

Signature

3/17/15

Date

a.B.7

COLD SPRING SCHOOL DISTRICT

2243 Sycamore Canyon Road • Santa Barbara CA 93108 (805) 969-2678 • fax 969-0787

**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE		
Application received on: _____		
<input type="checkbox"/> Calendar Check <input type="checkbox"/> Preliminary Approval <input type="checkbox"/> Board Approval		
Rental fee (if any)	\$ _____	Approved by: <i>Sarah Bentley</i>
Restroom fee	\$ _____	
Key/cleaning deposit	\$ _____	Approval Date: <u>3.20.15</u>
Total amount due:	\$ _____	

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: 2:20-4:25pm

Start Date: 4.13.15 End Date: 5.26.15

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-serve.

OR

Single Event

Exact hours of use: _____

Date requested: _____

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

- | | | | | |
|-------------------------------------|---|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Auditorium | <input checked="" type="checkbox"/> Classroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Basketball court | <input type="checkbox"/> Kitchen |
| <input type="checkbox"/> Library | <input type="checkbox"/> Play field | <input type="checkbox"/> Parking lot | <input type="checkbox"/> Baseball field | <input type="checkbox"/> Bathrooms |

3) EVENT INFORMATION

Expected number of attendees: _____ people
_____ vehicles

The purpose of the requested use of school facilities is:

Spanish Class

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

(Leave blank if no admission fee)

School equipment or furniture requested:

(Leave blank if no equipment requested)

4) APPLICANT INFORMATION

Name of Applicant:

Sarah Bentley

Address:

114 W. Arrellaga St.
Santa Barbara, CA 93101

Name of Organization:

Contact information (phone or email):

805-886-4148
Sarahannbentley@gmail.com

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Sarah Bentley
Signature

3.16.15
Date

9.B.8

COLD SPRING SCHOOL DISTRICT

2243 SYCAMORE CANYON ROAD • SANTA BARBARA CA 93108 (805) 969-2678 • FAX 969-0787

**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

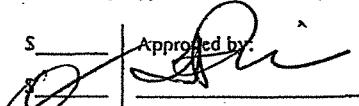
2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE -

Application received on: _____

Calendar Check Preliminary Approval Board Approval

Rental fee (if any) \$ _____

Approved by: 

Restroom fee \$ _____

Key/cleaning deposit \$ _____

Total amount due: \$ _____

Approval Date:

3-20-15

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: 8 HRS

Start Date: 4/10 End Date: 5/29

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-serve.

OR

Single Event

Exact hours of use: _____

Date requested: _____

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

Auditorium

Classroom

Playground

Basketball court

Kitchen

Library

Play field _____

Parking lot

Baseball field

Bathrooms

3) EVENT INFORMATION

Expected number of attendees: 8 people (MW)
0 vehicles

The purpose of the requested use of school facilities is:

Chess Class

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

(Blank box for answer)

School equipment or furniture requested:

Tables/Chairs

4) APPLICANT INFORMATION

Name of Applicant:

Beratiz Andyo

Address:

8300 Tampa Ave #G
Northridge, CA 91324

Name of Organization:

Academic Chess

Contact information (phone or email):

SantaBarbar@academicchess.net
(818)850-1114 or (818)632-9331

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Beratiz Andyo
Signature

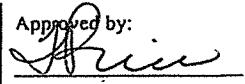
3/15/2015
Date


COLD SPRING SCHOOL DISTRICT

2243 Sycamore Canyon Road • Santa Barbara, CA 93108 (805) 969-2678 • FAX 969-0787

**USE OF SCHOOL FACILITIES
APPLICATION AND AGREEMENT**

2009-2010 SCHOOL YEAR

THIS BOX FOR DISTRICT USE	
Application received on: _____	
<input type="checkbox"/> Calendar Check <input type="checkbox"/> Preliminary Approval <input type="checkbox"/> Board Approval	
Rental fee (if any)	\$120-
Restroom fee	\$ _____
Key/cleaning deposit	\$ _____
Total amount due:	\$120-
Approved by: 	
Approval Date: 3-10-15	

1) WHEN IS YOUR EVENT?

Recurring Event

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule.

Exact hours of use: _____

Start Date: _____ End Date: _____

- Fall Quarter (Sept-Dec). Deadline: Sept. 11
- Winter Quarter (Jan-Mar). Deadline: Dec. 11
- Spring Quarter (Apr-Mid-June). Deadline: Mar. 11
- Summer Quarter (Mid-June-Aug). Deadline: Jun. 4

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first-come, first-serve.

OR

Single Event

Exact hours of use: 12pm - 6pm

Date requested: 3/14/15

2) WHAT FACILITIES DO YOU NEED? (CHECK ALL THAT APPLY)

- | | | | | |
|-------------------------------------|---|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Auditorium | <input type="checkbox"/> Classroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Basketball court | <input type="checkbox"/> Kitchen |
| <input type="checkbox"/> Library | <input type="checkbox"/> Play field _____ | <input type="checkbox"/> Parking lot | <input type="checkbox"/> Baseball field | <input type="checkbox"/> Bathrooms |

3) EVENT INFORMATION

Expected number of attendees: 30 people
15 vehicles

The purpose of the requested use of school facilities is:

Meeting with transport

Does your organization plan to charge an admission fee, collection or solicitation of funds? Yes No

If yes, the net proceeds will be used for:

[Redacted]

School equipment or furniture requested:

[Redacted]

4) APPLICANT INFORMATION

Name of Applicant:

Erin Goligoski

Address

434 Nicholas Lane

Name of Organization:

[Redacted]

Contact information (phone or email):

680-6926

I hereby certify that I have reviewed the Facility Use Rules and Regulations (printed on reverse) and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Gil
Signature

3/6/15
Date

9.B.10

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

- 2015 -

District: Cold Spring Elementary School District

Person completing this form: Tricia Price

Title:

Superintendent/Principal

Quarterly Report Submission Date:

(check one)



April (January – March)



July (April – June)



October (July – September)



January (October – December)

Date for information to be reported publicly at governing board meeting: January 12, 2015

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
Valenzuela/CAHSEE Intensive Instruction and Services	0	0	0
TOTALS	0	0	0

Dr. Tricia Price

Print Name of District Superintendent



Signature of District Superintendent

**Superintendent's Report
April 20, 2015**

BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Tricia T. Price, Superintendent/Principal
RE: Presentation from Parent Square

Linn Siller from Parent Square – a school/parent communication system – will present the features of this program to the Board.

Current Enrollment
April 2015

Teacher	K	1st	2nd	3rd	4th	5th	6th	Total
Ishikawa	16							16
Carey		19						19
Katzenstein			12					12
Campbell			12					12
Callahan				23				23
Gonzales					12			12
Edwards					13			13
Orwig/Wooten						12		12
Thorpe						11		11
Gradias						15		15
Pierce						16		16
							161	
TOTALS	16	19	24	23	25	23	31	161
without SDC	16	18	23	23	24	22	29	155
K,1,2,3	82	by	5	is	16.4	average class size		
4,5,6	79	by	6	is	13.1	average class size		
K-6 average	161	by	11	is	14.64			

PROJECTED ENROLLMENT REPORT, 2015-16

4/15/15

D.C.L.

**Superintendent's Report
April 20, 2015**

BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Tricia T. Price, Superintendent/Principal
RE: Immunization Report – Dana Crone

At the March Board meeting, members asked for some clarification on current immunization requirements and how student immunizations at Cold Spring School are monitored. Dana Crone, school nurse, is here with an immunization report and to answer any questions the Board might have.

Dr. Kurt N. Ransohoff, CEO and Chief Medical Officer &
The Women's Council of Sansum Clinic invite you to

Strive for 95

A Symposium on
Immunity for Our Community

Thursday, April 16
7:00 pm
Lobero Theatre

Presented by



To protect our community – including infants, immunocompromised patients, and even healthy children – from contagious diseases, we need to increase our community's protective immunity to at least 95%.

Panelists



Steven Barkley, MD
Chief Pediatric Medical Officer, Cottage Children's Hospital; Medical Director, Neonatal Intensive Care Unit



Daniel Brennan, MD
Pediatrics Department, Sansum Clinic



Charity Dean, MD, MPH
Health Officer, Santa Barbara County Public Health Department



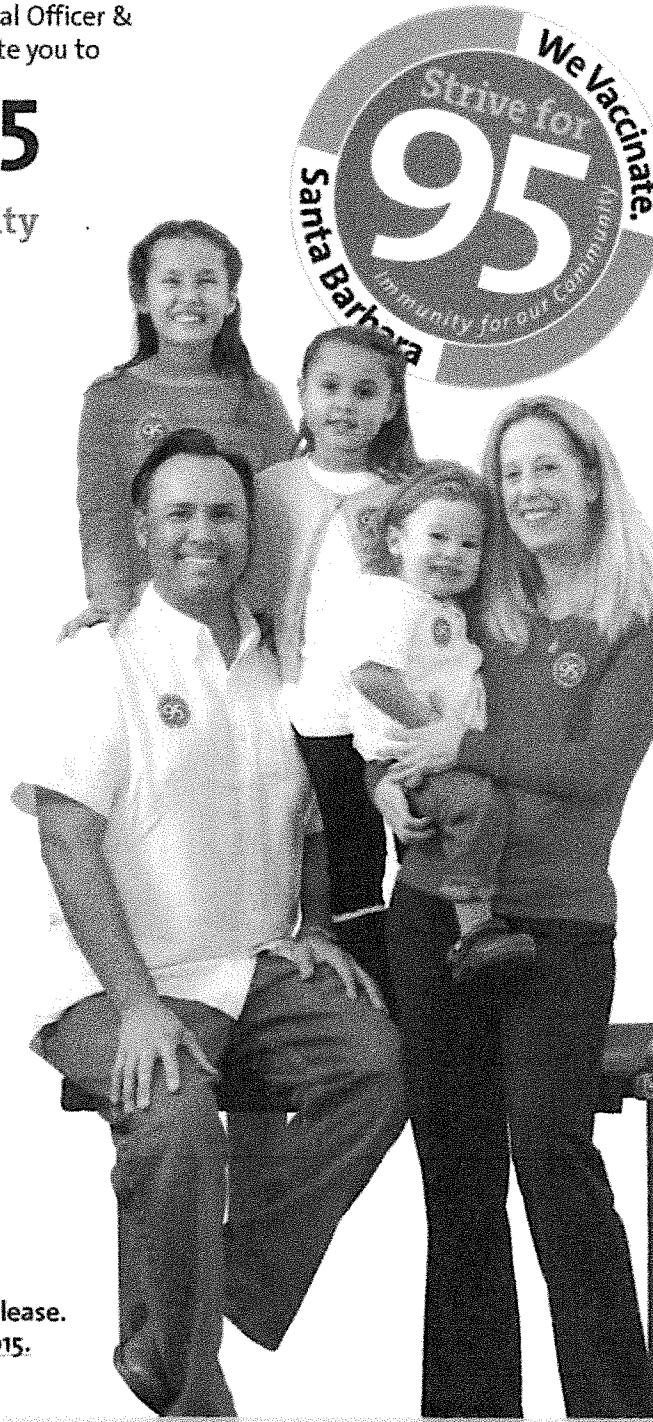
David Fisk, MD
Infectious Diseases Department, Sansum Clinic; Medical Director of Infection Prevention and Control, Cottage Health System



Mary-Louise Scully, MD
Infectious Diseases Department; Director, Travel and Tropical Medicine Center, Sansum Clinic

Introduction by **Janet Wolf**,
Chair, Board of Supervisors

**FREE and Open to the Public. Adults only, please.
Reservations Required. RSVP by April 10, 2015.
rsvp@sansumclinic.org or (805) 681-7787.**



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Following the panel discussion we'll hear a special announcement from the Santa Barbara County Education Office, Public Health Department, Sansum Clinic and Cottage Health System



10.10.2

**Superintendent's Report
April 20, 2015**

BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Tricia T. Price, Superintendent/Principal
RE: **California Assessment of Student Performance and Progress
Student Test Reports**

At their March 11, 2015 meeting, The California Assessment of Student Performance and Progress (CAASPP) sought and received approval to use the new Individual Student Results Report for a one-year period. Students in grades 3 through 8 and 11 will receive the report, which measures their performance — and their progress beginning in 2016 — on the new Common Core-aligned Smarter Balanced Assessments in math and English language arts. Smarter Balanced testing began on March 10 in the state (Cold Spring's testing window is at the beginning of May). Districts will send the reports to students' homes within eight weeks after they conclude testing.

While providing a student's individual score, the new report has dispensed with the single number comparison score used in the former STAR report. Instead, state student performance will fall within a band. The new report was designed to be more dynamic and to provide more in-depth information. For the first year only, the student's score will be measured against consortium-wide field test data. This data is intended to provide some context for parents, so that "a number isn't just a number." "We don't have that context because this is the first year," explained Sue Burr, a State Board of Education member. "Providing some kind of context is necessary."

This is a one-year approval and that it reports only baseline scores. The addition of growth data next year will provide more information. The report as proposed provides good context for parents and provides individualized information.

A sample of the CAASPP report is included in your packet.



STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 9999999999

STUDENT #: 9999999999

GRADE: 5

DATE OF BIRTH: 04/01/2004

TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:
JUAN MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Middle School

LEA: California Unified

Dear Parent/Guardian of Juan Martinez:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Juan's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

Additionally, children in grades 5, 8, or 10 took a science test. Juan's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Juan's teacher(s).

Sincerely,

Tom Torlakson

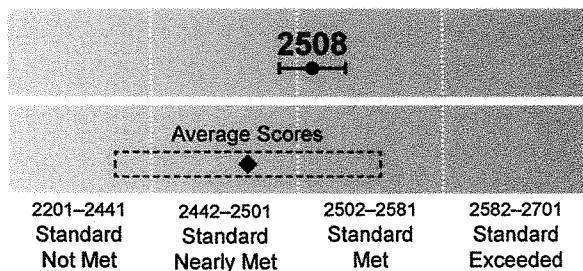
Tom Torlakson,
State Superintendent of Public Instruction



Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**



YOUR OVERALL SCORE

Average Scores from Last Year

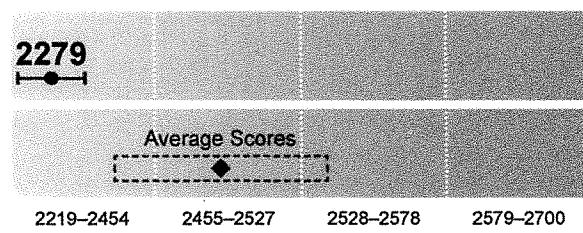
Juan met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Juan's score from spring 2015 is above the average score of grade 5 students in last year's trial test.

Juan's performance on the four areas that comprise this score can be seen on the back of this report.

MATHEMATICS

Juan's overall score is: **2279**



YOUR OVERALL SCORE

Average Scores from Last Year

Juan did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Juan's score from spring 2015 is below the average score of grade 5 students in last year's trial test.

Juan's performance on the three areas that comprise this score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Juan's score compares to this group of 5th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

More information about Juan's scores can be found on the back of this report.

Your² Guide to Juan's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Juan; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Juan took in the spring are more challenging than California's old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Juan previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Juan's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and can be used to help guide a conversation with Juan's teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Juan's Results on California's Assessments

The following provides a further breakdown of Juan's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit <http://www.SmarterBalanced.org/>.

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Below Standard

MATHEMATICS

Juan's overall score is: **2279**

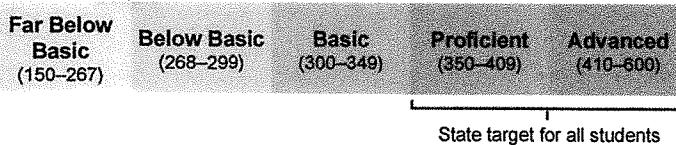
AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Juan's Results on California's Science Assessment

SCIENCE

Juan's score is **267 – Far Below Basic**

267



Juan's score of 267 is in the Far Below Basic level on California's science assessment.

California recently adopted next generation science standards designed to improve science instruction and learning. New assessments based on these standards are being developed. Once in place, these new tests will not be comparable to the current California Science Assessments.



STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 9999999999

STUDENT #: 9999999999

GRADE: 4

DATE OF BIRTH: 04/01/2005

TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:
EMILY JOHNSON
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Elementary School

LEA: California Unified

Dear Parent/Guardian of Emily Johnson:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Emily's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,

Tom Torlakson

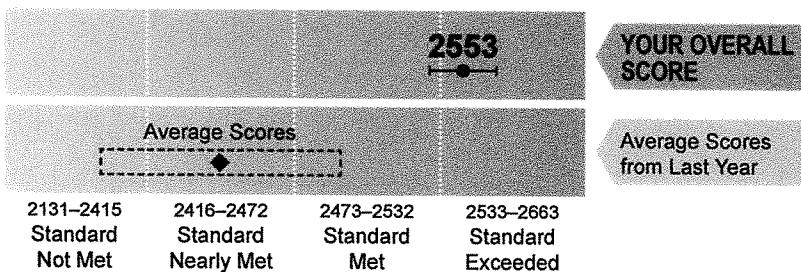
Tom Torlakson,
State Superintendent of Public Instruction



Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2553**



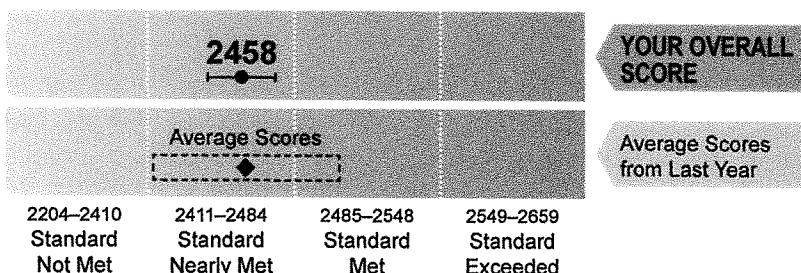
Emily exceeded the achievement standard and demonstrated advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Emily's score from spring 2015 is above the average score of grade 4 students in last year's trial test.

Emily's performance on the four areas that comprise this score can be seen on the back of this report.

MATHEMATICS

Emily's overall score is: **2458**



Emily nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Emily's score from spring 2015 is just below the average score of grade 4 students in last year's trial test.

Emily's performance on the three areas that comprise this score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Emily's score compares to this group of 4th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

More information about Emily's scores can be found on the back of this report.

Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report⁴

California Department of Education (CDE)

A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring are more challenging than California's old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Emily previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and can be used to help guide a conversation with Emily's teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Emily's Results on California's Assessments

The following provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit <http://www.SmarterBalanced.org/>.

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2553**

AREA	PERFORMANCE
Writing <i>Producing clear and purposeful writing</i>	Above Standard
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	Below Standard

MATHEMATICS

Emily's overall score is: **2458**

AREA	PERFORMANCE
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard

A Comprehensive Plan for Student Success

These new assessments are just one part of California's comprehensive plan for high-quality teaching and learning. The plan also includes higher academic standards, more decision-making in the hands of schools and communities, and more resources dedicated to schools and students with the greatest needs.

Gradually, California is providing more support for teachers, more resources for students and more access to technology. As a result, exciting changes have begun to take place. Along with reading to follow a story, students are learning to read to cite evidence and draw logical conclusions. They are learning to use math to solve real-world problems rather than merely pick out the right multiple-choice answer.

Making these changes will take time and effort, but they are designed to help students succeed in the long run and achieve their dreams of college and a career. Find out more at your child's school, or online at <http://www.cde.ca.gov/>.



STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 9999999999

STUDENT #: 9999999999

GRADE: 11

DATE OF BIRTH: 04/01/1999

TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:
CHEN GUAN-YU
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California High School

LEA: California Unified

Dear Parent/Guardian of Chen Guan-Yu:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Chen's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

For a complete picture of your child's progress, I encourage you to discuss these results with Chen's teacher(s).

Sincerely,

Tom Torlakson

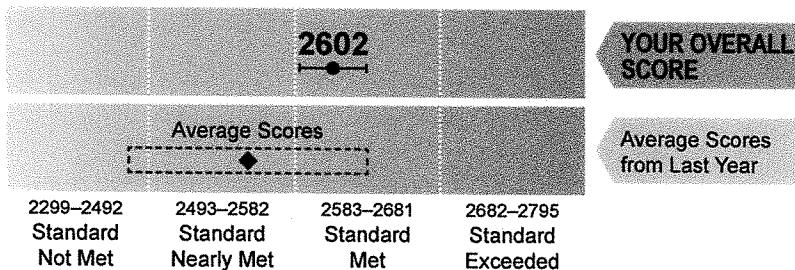
Tom Torlakson,
State Superintendent of Public Instruction



Chen's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Chen's overall score is: **2602**



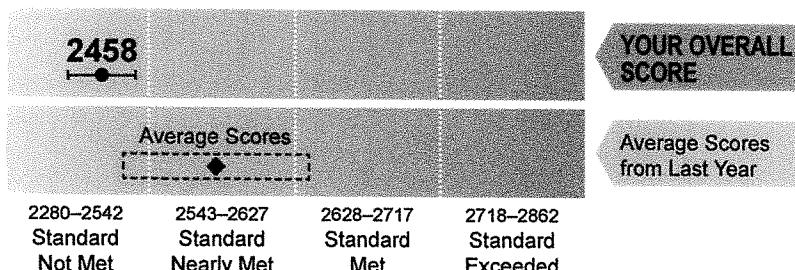
Chen met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Students from several states took a trial version of this test in spring 2014. Chen's score from spring 2015 is above the average score of grade eleven students in last year's trial test.

Chen's performance on the four areas that comprise this score can be seen on the back of this report.

MATHEMATICS

Chen's overall score is: **2458**



Chen did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Students from several states took a trial version of this test in spring 2014. Chen's score from spring 2015 is below the average score of grade eleven students in last year's trial test.

Chen's performance on the three areas that comprise this score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

The box with the diamond shows the middle range (all except the highest 25 percent and the lowest 25 percent) of scores of students who took the trial version of the test in spring 2014. The diamond at the center of the bar represents last year's average score. This information is included so you can see how Chen's score compares to this group of 11th-grade students from several states. To learn more about these tests, visit <http://www.SmarterBalanced.org>.

More information about Chen's scores can be found on the back of this report.

Your Guide to Chen's California Assessment of Student Performance and Progress (CAASPP) Score Report⁶

California Department of Education (CDE)

A New Kind of Test for Chen; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Chen took in the spring are more challenging than California's old tests, with content that will be needed to prepare for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These more challenging tests in ELA and mathematics also have a different scoring scale. Because they are based on more rigorous academic standards, these scores cannot be compared with scores that Chen previously received on the Standardized Testing and Reporting (STAR) Program tests in ELA/literacy and mathematics.

These results are one measure of Chen's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and can be used to help guide a conversation with Chen's teacher about how to stay on track in ELA and mathematics.

In the future, California may also develop new assessments in other subjects, including, but not limited to science, history and social science aligned to state-adopted content standards to meet the changing needs of students and schools.

Chen's Results on California's Assessments

The following provides a further breakdown of Chen's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit <http://www.SmarterBalanced.org/>.

ENGLISH LANGUAGE ARTS/LITERACY

Chen's overall score is: **2602**

AREA	PERFORMANCE
Writing <i>Producing clear and purposeful writing</i>	Above Standard
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	Below Standard

MATHEMATICS

Chen's overall score is: **2458**

AREA	PERFORMANCE
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard

Grade 11 – Early Assessment Program Status

The CAASPP achievement standards on the front of this report provide an early indicator for a grade eleven student's readiness for college-level coursework. Review the information at <http://CSUSuccess.org/> to see how this information can help avoid the need for additional testing upon entering a California State University or California Community College.

Standard Exceeded (LEVEL 4): Ready for English and/or Mathematics college-level coursework

Standard Met (LEVEL 3): Conditionally Ready for English and/or Mathematics college-level coursework

Standard Nearly Met (LEVEL 2): Not yet demonstrating readiness for English and/or Mathematics college-level coursework

Standard Not Met (LEVEL 1): Not demonstrating readiness for English and/or Mathematics college-level coursework

Cold Spring Elementary School District

Agenda Item # 11. A

Board Meeting Date: April 20, 2015

Department: Business

Action Required: Discussion

ITEM

Presentation – Mike Yamasaki, YMCA Executive Director

BACKGROUND

The District's 2012-13 annual Audit note several finding relating to the operation of the District's after school program (Dolphin Center). The Auditor made the following recommendations to resolve the findings:

- 1) Establish Enterprise Fund (63) to account for all revenues and expenditures.
- 2) Complete an Organizational and Efficiency program review
- 3) Determine actual cost of the program
- 4) Review program delivery options
- 5) Determine level of district General Fund support if any

Mr. Yamasaki will present the YMCA's after school program as one of options available to provide this service. Presentation will include program description, staffing, cost and program schedule.

The purpose of the presentation is to open a discussion on the delivery options for the District's after school program and to receive direction from the Board.

RECOMMENDATION

It is recommended that the Board of Trustees provide direction to administration on how to proceed.

Submitted By: Scott R. Lathrop, CBO

Date: April 20, 2015

Cold Spring Elementary School District

Agenda Item # 11. B

Board Meeting Date: April 20, 2015

Department: Business

Action Required: Board Direction

ITEM

Presentation – Joe Wilcox, Architect with KBZ

BACKGROUND

The District's "Facilities Master Plan" calls for the replacement of the portables with permanent buildings. Recently the Board of Trustee directed administration to investigate the possibility of moving forward a construction project to accomplish this goal.

Mr. Wilcox will present a proposed plan of action including scope of work, timeline and estimated costs of the project.

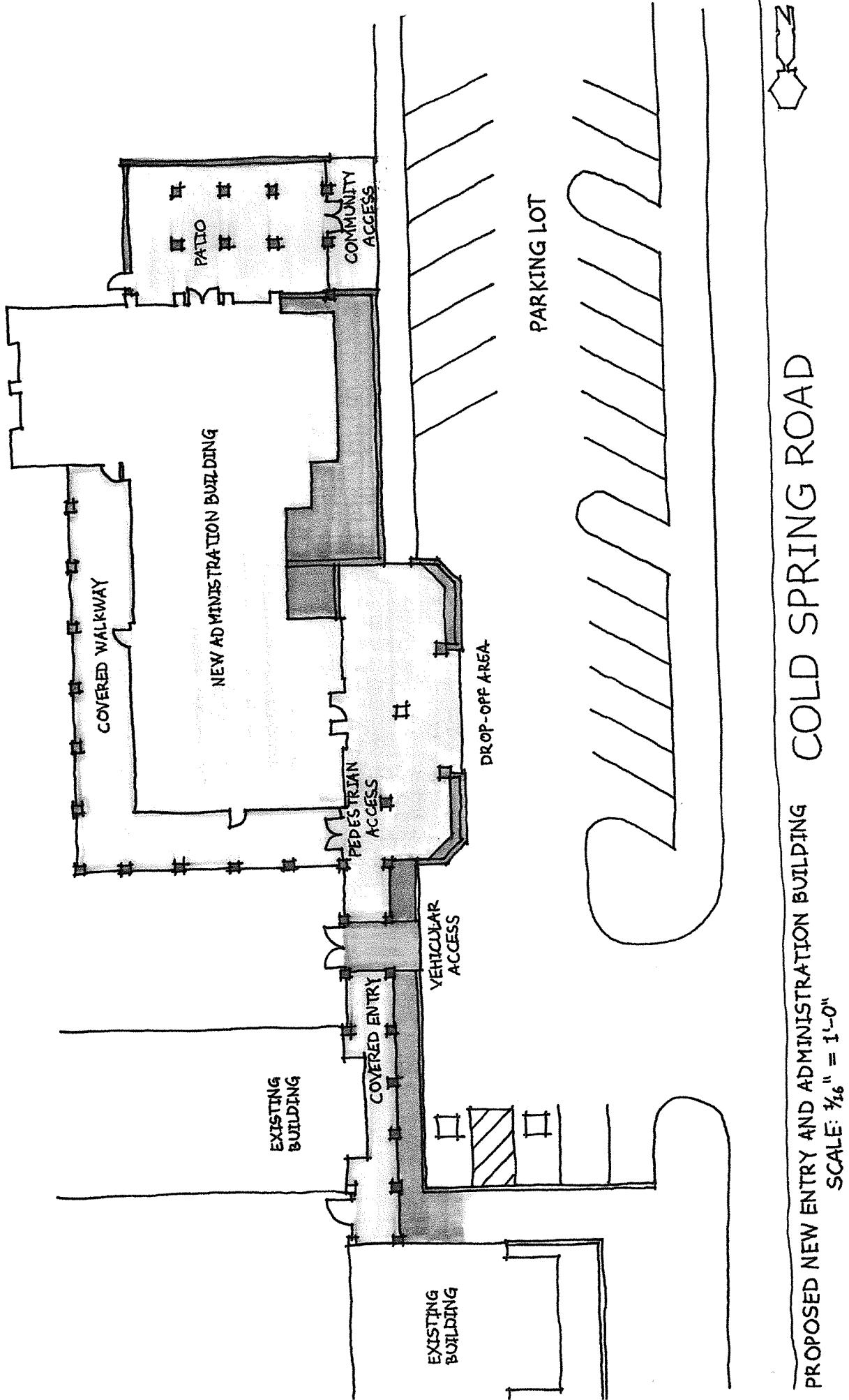
The purpose of the presentation is to receive input and direction from the Board.

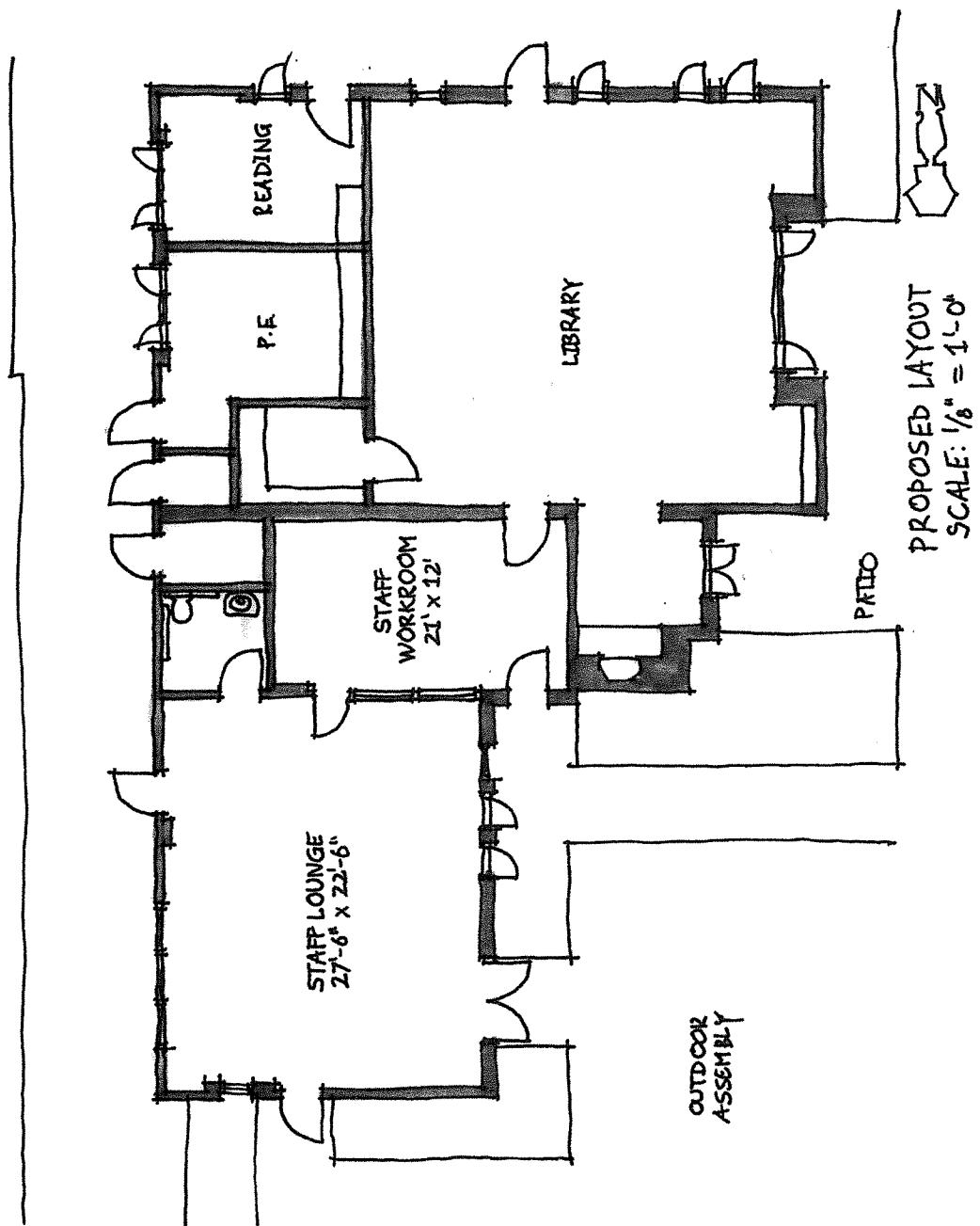
RECOMMENDATION

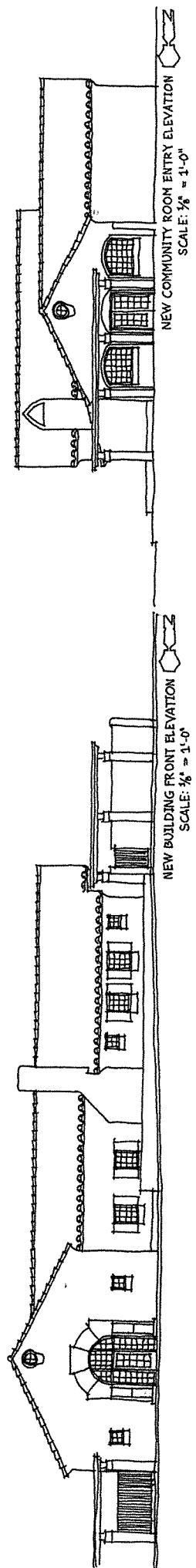
It is recommended that the Board of Trustees provide direction to administration on how to proceed with this project.

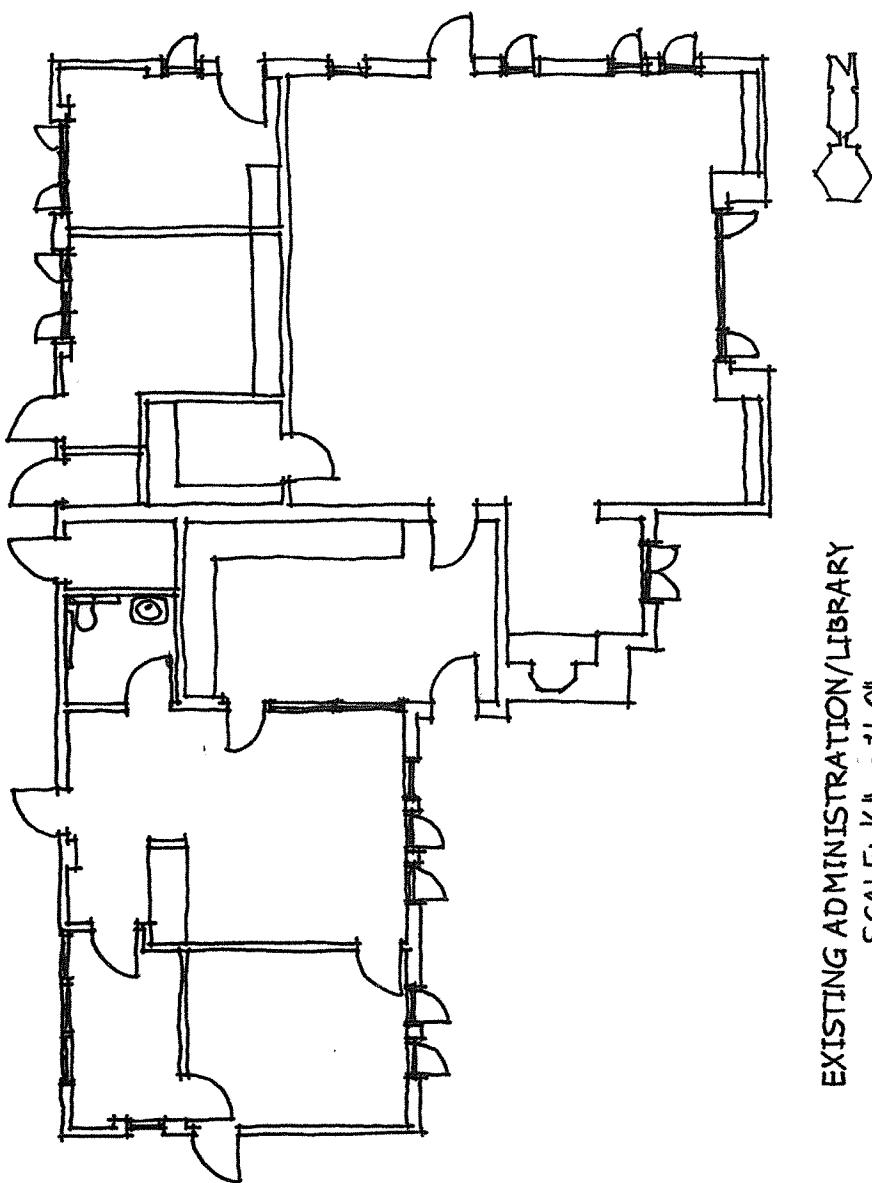
Submitted By: Scott R. Lathrop, CBO

Date: April 20, 2015

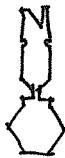


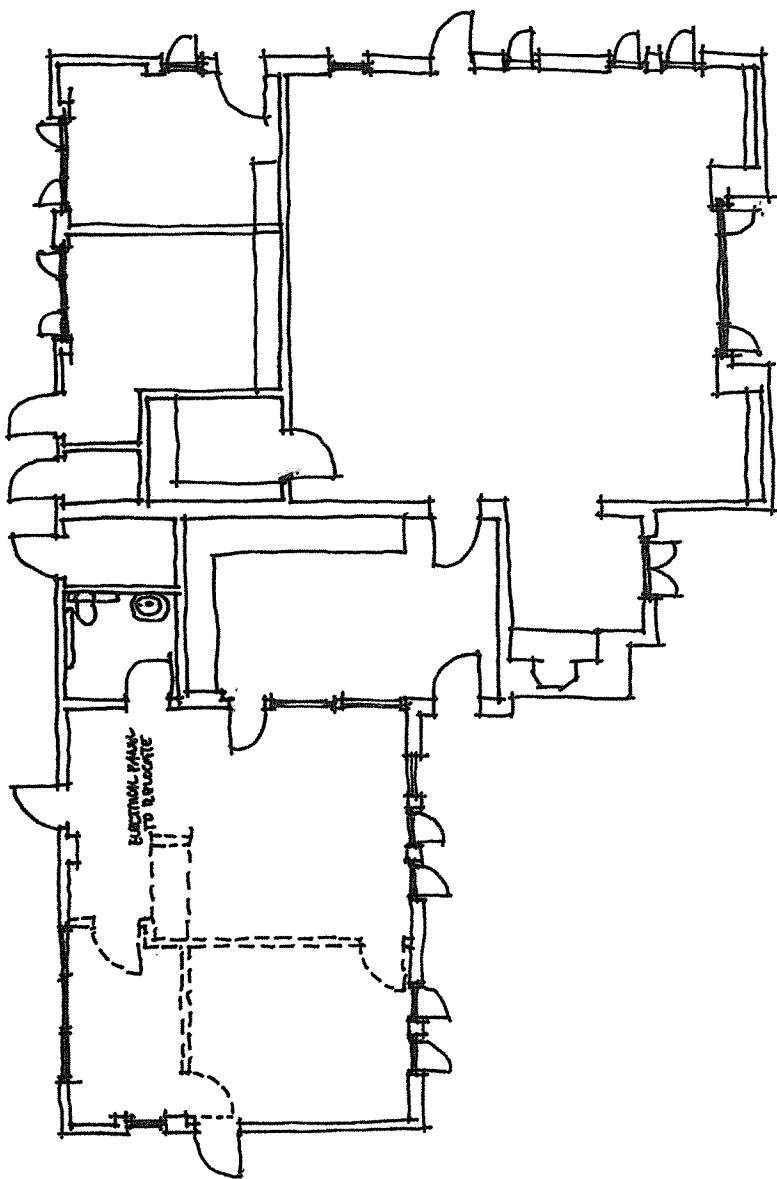






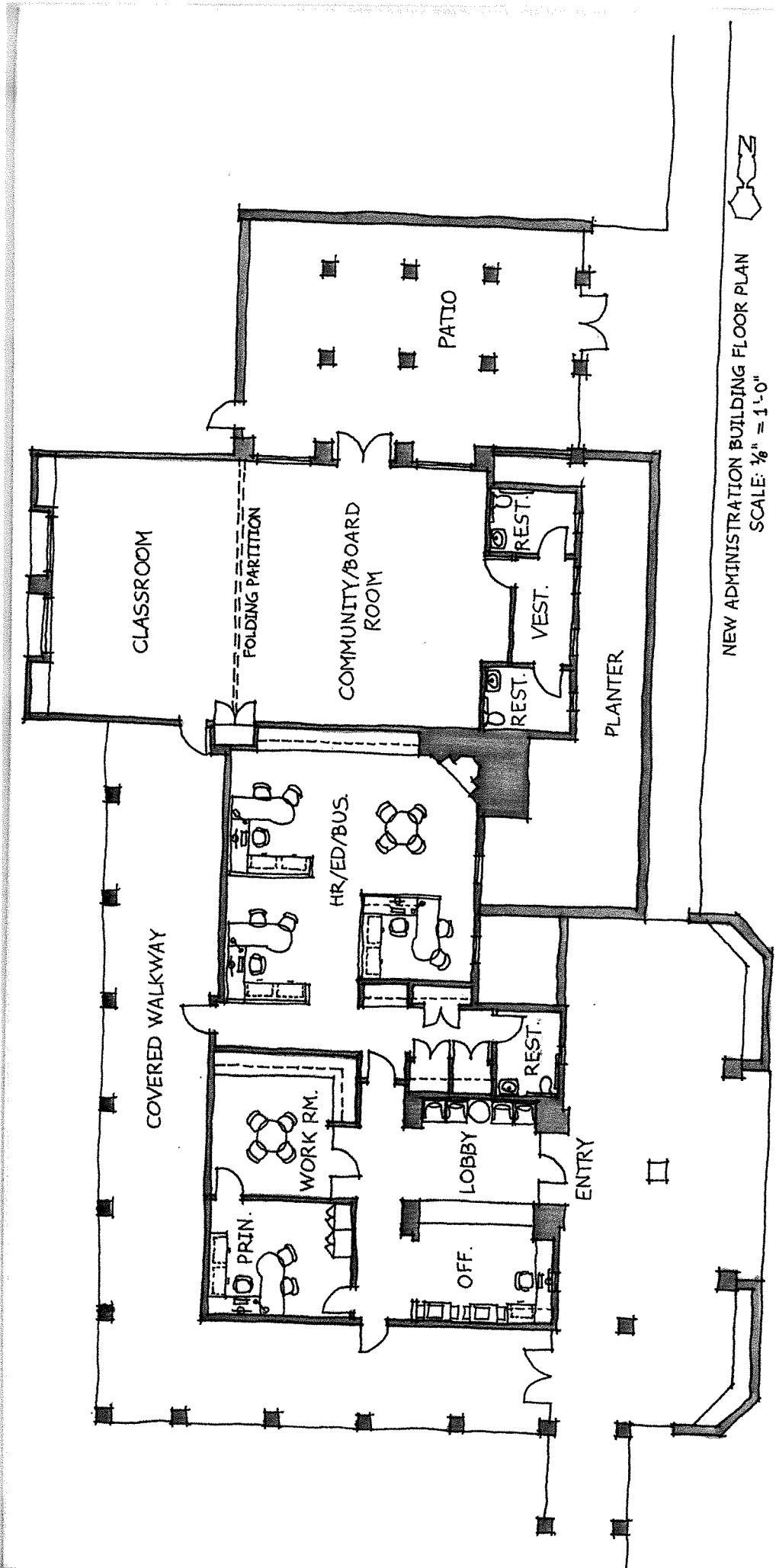
EXISTING ADMINISTRATION/LIBRARY
SCALE: 1'-0" = 1'-0"





PROPOSED DEMOLITION
SCALE: $\frac{1}{8}$ " = 1'-0"

11.B.6



11.B.7

Cold Spring Elementary School District

Agenda Item # 11. C

Board Meeting Date: April 20, 2015

Department: Business Services

Action Required: Board Direction

ITEM

Review and Discussion – Special Reserve (Fund 17) Designation

BACKGROUND

The District is projected to end the 2014-15 fiscal year with \$ 322,100 in Fund 17.

Per the California School Accounting Manual (CSAM) Fund 17 is maintained as an additional reserve to the General Fund, dollars in this fund can be used for any general fund purpose other than capital purchases.

Dollars held in the fund should be designation for a specific general fund purpose or be transferred to another district fund i.e. Post Employee Benefit, Deferred Maintenance, Building etc.

The purpose of this item is to open a discussion with the Board regarding how Fund 17 should be designated.

RECOMMENDATION

It is recommended that the Board of Trustees provide direction to administration on how to proceed with designation of Fund 17.

Submitted By: Scott R. Lathrop, CBO

Date: April 20, 2015

Cold Spring Elementary School District

Agenda Item # 11. D

Board Meeting Date: April 20, 2015

Department: Business

Action Required: Review, Discussion and Direction

ITEM

Presentation – Draft 2015-16 Budget

BACKGROUND

Before presenting a 2015-16 budget for Board approval, the district's budget development process provides an opportunity for the Board of Education to weigh in and to provide input prior to finalizing the 2015-16 budget.

A draft budget will be presented to the Board for review and discussion. Administration is requesting Board direction if necessary to assure the 2015-16 budget is aligned with the Board's goals and objective.

RECOMMENDATION

It is recommended that the Board of Trustees provide direction to administration on how to proceed with the development of the 2015-16 budget.

Submitted By: Scott R. Lathrop, CBO

Date: April 20, 2015

CSESD 2015-16 Budget (Draft)

April 20, 2015

- Review District Programs
- General Fund Summary
- Board Discussion and Input

District Wide 0000

Budget Code	Type of Expenditure	2014-15	2015-16
1000	Certificated	133,904	138,885
2000	Classified	382,709	396,946
3000	Employee Benefits	186,072	213,165
4000	Material & Supplies	23,600	23,600
5000	Services-Conference-Consultants	211,042	211,042
6000	Capital	0	0
7000	Other Outgo-County, Dolphin	327,214	305,470
	Total	1,264,541	1,289,108
	Program Budget Increase	24,567	2%

Cold Spring School 1110

Budget Code	Type of Expenditure	2014-15	2015-16
1000	Certificated	1,111,261	911,100
2000	Classified	181,478	134,229
3000	Employee Benefits	416,995	414,345
4000	Material & Supplies	56,508	56,508
5000	Services-Conference-Consultants	44,079	50,000
6000	Capital	0	0
	Total	1,810,321	1,566,182
	<i>Program Budget Decrease</i>	-244,139	-13%

Art 1131

Budget Code	Type of Expenditure	2014-15	2015-16
1000	Certificated	56,811	58,924
3000	Employee Benefits	6,992	19,896
4000	Material & Supplies	5,000	5,000
5000	Services-Conference-Consultants	2,500	2,500
	Total	71,303	73,860
	<i>Program Budget Increase</i>	2,557	3.5%

Computer Education 1175

Budget Code	Type of Expenditure	2014-15	2015-16
1000	Certificated	83,037	86,126
3000	Employee Benefits	24,755	27,589
4000	Material & Supplies	27,242	37,242
5000	Services-Conference-Consultants	15,800	15,800
	Total	150,834	166,757
	<i>Program Budget Increase</i>	2,557	3.5%

Drama 1186

Budget Code	Type of Expenditure	2014-15	2015-16
4000	Material & Supplies	1,000	1,000
5000	Services-Conference-Consultants	3,000	3,000
	Total	4,000	4,000

Library**1244**

Budget Code	Type of Expenditure	2014-15	2015-16
1000	Certificated	62,918	48,154
3000	Employee Benefits	18,457	16,019
4000	Material & Supplies	5,000	5,000
5000	Services-Conference-Consultants	300	300
	Total	86,675	69,472
	<i>Program Budget Decrease</i>	-17,205	-19.8%

Music**1256**

Budget Code	Type of Expenditure	2014-15	2015-16
1000	Certificated	76,940	79,802
3000	Employee Benefits	23,903	25,504
4000	Material & Supplies	5,000	5,000
5000	Services-Conference-Consultants	3,600	3,600
	Total	109,443	113,906
	<i>Program Budget Increase</i>	4,463	4%

Band**1258**

Budget Code	Type of Expenditure	2014-15	2015-16
5000	Services-Conference-Consultants	5,000	5,000

Physical Education

Budget Code	Type of Expenditure	2014-15	2015-16
2000	Classified	51,920	53,851
3000	Employee Benefits	10,783	11,247
4000	Material & Supplies	4,500	9,000
Total		67,203	74,098
Program Budget Increase		6,895	10%

Dolphin Center Fund 63

Revenue	Description	2014-15	2015-16
Local	Parent Fees	24,320	25,000
Other	General Fund ****	24,408	25,470
	Total Revenue	48,728	50,470
Expenditure			
2000	Classified	32,556	33,533
3000	Employee Benefits	10,572	10,837
4000	Books & Supplies	1,100	1,100
5000	Books & Supplies	4,500	5,000
	Total Revenue	48,728	50,470

Draft 2015-16 Budget Summary

Revenue	Source	2014-15	2015-16
LCFF		3,173,617	3,252,957
Federal		17,750	17,750
Other State		85,484	137,626
Local		168,805	143,805
Transfer In		139,434	0
	Total Projected Revenue	3,552,142	
Program Cost	0000	District Wide Operational Cost	1,289,108
	1110	Cold Spring School – General Education K-6	1,566,182
	1131	Art	86,320
	1175	Computer Education	166,757
	1186	Drama	4,000
	1244	Library	69,473
	1256	Music	113,906
	1258	Band	5,000
	1272	Physical Education	74,098
177,297	Un-allocated	Total Projected General Fund Costs	3,374,844

Cold Spring Elementary School District

Agenda Item # 11. E

Board Meeting Date: April 20, 2015

Department: Business

Action Required: N/A

ITEM

Discussion – Capital Campaigns

BACKGROUND

The Board has request an item on the agenda to discussion Capital Campaigns in general. During this time the following areas will be addressed; pros and cons of campaigns; campaign management; campaign consultants; school board/foundation roles and use of district staff.

BOARD DIRECTION

Administration requests Board direction if any.

Submitted By: Scott R. Lathrop, CBO

Date: April 20, 2015

Pros and Cons: Capital Campaigns

Nonprofits use capital campaigns to raise money for large capital projects (construction of a new facility, renovation of existing facilities, purchase of equipment, furnishings, etc.) An organization need not be large to conduct a capital campaign, but it does need to be well established and financially healthy.

PROS

- They can raise impressively large amounts of money.
- They bring new supporters.
- They can add to your visibility and reputation.
- They open doors to additional assets and corporate support.
- They bring together board, staff, and community workers in commitment to a shared goal.

CONS

- They are extremely time-consuming for staff.
- They require sound fund accounting systems
- The organization must have a strong financial base, a clear direction, high visibility, donor support, committed leadership, and a team of informed, motivated volunteers.
- My need to hire a consultants
- Funds raised are only for stated capital project

TIPS TO REMEMBER

- Plan well in advance. Two years before you hold your campaign, begin researching your constituents to determine the feasibility of a campaign.
- You need a well-thought-out case statement before you begin your campaign.
- Your organization's image is crucial to campaign success. Step up your public relations efforts.
- Board members play a big role in a capital campaign. They must be willing to donate major gifts themselves and spur others to give.

QUESTIONS TO ASK BEFORE LAUNCHING A CAMPAIGN *

1. Do we have enough staff to take on the extra work?
2. Recordkeeping, and pledge tracking systems in place
3. Is every board and staff member enthusiastically committed and ready to donate time and money to the campaign?
4. Was our last fundraising effort successful? Were funds raised from a variety of different sources?
5. Do we have enough money to fund the up-front costs of preparing for the campaign
6. Does our organization have a strong reputation in the community?
7. Is our organization financially stable?

If you can't answer "yes" to every one of these questions, you need to do some more planning before you start your campaign.

Cold Spring Elementary School District

Agenda Item # 11. F

Board Meeting Date: April 20, 2015

Department: Business

Action Required: Yes

ITEM

Approve; Second Interim Report 2014-15 (Revised Cash Form)

BACKGROUND

After Santa Barbara County Office of Education's review of the District 2014-15 Second Interim Report a software clinch was discovered. Updated data for the "Cash Flow" form was not saved, instead default data populated the form. (See attached Cash Forms)

As a matter of procedure the County has requested that the Board review and approval an updated Cash Foam.

RECOMMENDATION

It is recommended that the Board approve the revised 2014-15 Second Interim Report "Cash Flow Form".

Submitted By: Scott R. Lathrop, CBO

Date: April 20, 2015

Cold Spring Elementary
Santa Barbara County

Second Interim
2014-15 INTERIM REPORT
Cashflow Worksheet - Budget Year (1)

42 69161 00000000
Form CASH

	Object	January	February	March	April	May	June	July	August	September	October	November	December	January
ACTUALS THROUGH THE MONTH OF (Enter Month Name):														
A. BEGINNING CASH		455,937.14		(30,798.18)		(176,551.26)		(319,909.86)		17,338.74		501,175.43		871,949.12
B. RECEIPTS		51,500.57		13,519.00		(15,536.00)		13,519.00		0.00		13,159.00		5,406.00
LCFF/Revenue Limit Sources		0.00		0.00				215,538.56		378,084.80		1,175,300.46		0.00
Principal Apportionment														0.00
Property Taxes														
Miscellaneous Funds														
Federal Revenue														
Other State Revenue														
Other Local Revenue														
Interfund Transfers In														
All Other Financing Sources														
TOTAL RECEIPTS		52,538.01		38,601.43		(43,358.97)		230,572.92		392,234.21		1,249,888.08		147,142.56
C. DISBURSEMENTS		11,558.73		17,725.56		138,718.80		146,310.51		138,921.85		138,049.14		139,371.35
Certificated Salaries		46,428.33		36,224.59		58,731.54		52,386.21		58,168.93		54,274.63		56,313.77
Classified Salaries		41,168.37		40,576.01		56,313.44		59,579.56		59,504.61		59,056.69		59,224.16
Employee Benefits														6,936.65
Books and Supplies														8,478.61
Services														13,142.57
Capital Outlay														0.00
Other Outgo														0.00
Interfund Transfers Out														0.00
All Other Financing Uses														0.00
TOTAL DISBURSEMENTS		285,501.04		163,491.82		302,473.63		311,949.62		274,801.15		273,115.39		280,443.98
D. BALANCE SHEET ITEMS														
Assets and Deferred Outflows		455,937.14		(243,367.66)		(72,876.54)		(71,678.30)		168,623.30		386,406.63		
Cash Not in Treasury		77,716.85		718.21		0.00		76,998.64						(7,000.00)
Accounts Receivable		53,134.16		0.00		53,134.16		0.00						
Due From Other Funds		9310		0.00		0.00								
Stores		9320		0.00		0.00								
Prepaid Expenditures		9330		6,893.76										
Other Current Assets		9340												
Deferred Outflows of Resources		9490		593,481.91		(242,649.45)		(19,742.39)		5,319.34		168,623.30		366,406.63
SUBTOTAL		13,387.11		11,122.84		1,120.31		158.72						0.00
Liabilities and Deferred Inflows		9500-9599		150,000.00				(200,000.00)		(250,000.00)		600,000.00		
Accounts Payable		9810												
Due To Other Funds		9840		2,686.62				2,686.62						
Current Loans		9850												
Unearned Revenues		9860		166,073.73		11,122.84		1,120.31		(197,154.86)		(250,000.00)		0.00
SUBTOTAL		9910		42,740.18		(253,772.29)		(20,862.69)		202,474.00		418,623.30		366,406.63
Nongeneral														
Suspense Clearing														(7,000.00)
TOTAL BALANCE SHEET ITEMS														
E. NET INCREASE/DECREASE (B - C + D)														(273,641.46)
F. ENDING CASH (A + E)														455,007.33
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS														728,648.79

	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		455,007.33	283,065.33	1,598,480.63	1,284,063.32				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	13,159.00	29,561.00	10,000.00	(242.57)			140,176.00	127,017.00
Property Taxes	8020-8079	0.00	1,074,929.42	0.00		148,726.76		2,989,690.00	2,989,600.00
Miscellaneous Funds	8080-8089							0.00	0.00
Federal Revenue	8100-8299	1,741.00	8,532.00	8,532.00	4,466.38			26,296.00	17,764.00
Other State Revenue	8200-8299	8,000.00	32,884.86	20,000.00	4,242.00			134,484.00	84,484.00
Other Local Revenue	8800-8799	108,329.00	24,600.00	7,579.89	20,500.07			168,805.00	168,805.00
Interfund Transfers In	8910-8929							159,434.00	159,434.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		131,229.00	1,170,807.30	46,111.89	177,685.84	0.00	0.00	3,598,785.00	3,527,104.00
C. DISBURSEMENTS									
Certified Salaries	1000-1899	152,589.00	151,112.00	148,786.00	151,111.36			1,473,305.00	1,473,305.00
Classified Salaries	2000-2899	55,632.00	50,200.00	50,200.00	50,130.44			623,372.00	623,372.00
Employee Benefits	3000-3899	58,000.00	58,000.00	58,000.00	58,417.00			668,856.00	668,856.00
Books and Supplies	4000-4999	8,500.00	8,900.00	8,800.00	5,453.75			132,404.00	132,404.00
Services	5000-5999	28,500.00	37,000.00	23,499.00	16,882.36			289,626.00	289,626.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00			0.00	0.00
Other Outgo	7000-7499	0.00	0.00	0.00	0.00			238,000.00	238,000.00
Interfund Transfers Out	7600-7629	0.00	0.00	91,214.00	0.00			91,214.00	91,214.00
All Other Financing Uses	7830-7899	0.00	0.00	0.00	0.00			0.00	0.00
TOTAL DISBURSEMENTS		303,171.00	305,212.00	380,506.00	345,929.07	0.00	0.00	3,514,771.00	3,514,771.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not in Treasury	9111-9199							147,108.43	
Accounts Receivable	9200-9299							77,718.85	
Due From Other Funds	9310							46,134.16	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9480	0.00	0.00	0.00	0.00			0.00	
SUBTOTAL								270,957.44	
Liabilities and Deferred inflows									
Accounts Payable	9500-9599							12,401.87	
Due To Other Funds	9610		(450,000.00)					(300,000.00)	
Current Loans	9640							0.00	
Unearned Revenues	9650							2,686.62	
Deferred Inflows of Resources	9690	0.00	(450,000.00)	0.00	0.00			(284,911.51)	
SUBTOTAL								0.00	
Nonoperating	9910								
TOTAL BALANCE SHEET ITEMS		0.00	450,000.00	0.00	0.00			555,868.95	
E. NET INCREASE/DECREASE (B - C + D)		(171,942.00)	1,315,386.30	(334,397.11)	(168,233.49)	0.00	0.00	639,892.85	12,339.00
F. ENDING CASH (A + E)		283,065.33	1,688,480.63	1,284,083.52	1,095,830.09				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,095,830.09	

Cold Spring Elementary
Santa Barbara County

Second Interim
2014-15 INTERIM REPORT
Cashflow Worksheet - Budget Year (1)

42 69161 0000000
Form CASH

	Object	Beginning Balance (R/M Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH		455,937.14	212,569.48	139,692.94	68,013.64	236,636.94	354,070.00	653,151.69	509,851.36	
B. RECEIPTS		51,500.57	13,519.06	(15,536.00)	229,077.56	0.00		5,408.00	0.00	6,129.00
L.C.F/F/Revenue Limit Sources						378,084.80	1,172,300.46			0.00
Principal Apportionment										
Property Taxes										
Miscellaneous Funds										
Federal Revenue										
Other State Revenue										
Other Local Revenue										
Interfund Transfers In										
All Other Financing Sources										
TOTAL RECEIPTS		52,538.01	38,801.43	(43,358.97)	230,572.92	392,234.21	1,177,197.08	147,143.56	6,531.33	
C. DISBURSEMENTS		11,558.73	17,725.56	138,718.80	146,310.51	138,921.85	135,049.14	138,080.20	139,371.35	
Certificated Salaries		46,428.33	38,224.59	58,731.54	52,386.21	58,166.93	54,274.63	56,313.77	54,712.56	
Classified Salaries		41,169.37	40,576.01	58,313.44	59,578.96	59,504.61	59,058.99	59,224.16	59,006.76	
Employee Benefits										
Books and Supplies										
Services										
Capital Outlay										
Other Outgo										
Interfund Transfers Out										
All Other Financing Uses										
TOTAL DISBURSEMENTS		285,501.04	165,491.32	302,473.63	311,949.62	274,801.15	278,145.39	290,443.89	273,173.39	
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not in Treasury		455,937.14								
Accounts Receivable		77,716.35	718.21		76,998.64					
Due From Other Funds		53,134.16		53,134.16	0.00					
Stores		0.00	0.00		0.00					
Prepaid Expenditures		6,683.76								
Other Current Assets										
Deferred Outflows of Resources										
SUBTOTAL		593,481.91	718.21	53,134.16	76,998.64	0.00	0.00	0.00	0.00	(7,000.00)
Liabilities and Deferred Inflows										
Accounts Payable		13,387.11	11,122.84	1,120.31	158.72					
Due To Other Funds		150,000.00			(200,000.00)			600,000.00		
Current Loans		9840								
Unearned Revenues		9850	2,686.62		2,686.62					
Deferred Inflows of Resources		9890								
SUBTOTAL		186,073.73	11,122.84	1,120.31	(197,154.66)	(250,000.00)	0.00	600,000.00	0.00	0.00
Nongeneral		9910								
Suspense Clearing										
TOTAL BALANCE SHEET ITEMS		427,408.18	(10,404.83)	52,013.85	271,153.30	250,000.00	0.00	(600,000.00)	0.00	(7,000.00)
E. NET INCREASE/DECREASE (B - C + D)			(243,387.66)	(71,679.30)	168,623.30	117,438.98		(143,300.33)	0.00	(273,641.46)
F. ENDING CASH (A + E)			212,889.48	139,692.94	65,013.64	236,636.94	354,070.00	653,151.69	509,851.36	236,209.98
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Cold Spring Elementary
Santa Barbara County

Second Interim REPORT
2014-15 INTERIM REPORT
Cashflow Worksheet - Budget Year (1)

42 69161 0000000
Form CASH

	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		236,208.90	64,257.90	1,379,663.20	1,042,620.08				
B. RECEIPTS		13,159.00	29,561.00	15,886.00	(13,158.67)			335,545.56	127,017.00
LCFF/Revenue Limit Sources		0.00	1,074,929.42	0.00	154,956.00			2,780,172.68	2,989,900.00
Principal Apportionment								0.00	0.00
Property Taxes								9,232.00	17,764.00
Miscellaneous Funds								34,484.00	84,484.00
Federal Revenue		1,741.00	8,532.00		4,488.38			168,805.00	168,805.00
Other State Revenue		8,000.00	32,984.88	20,000.00	4,243.00			139,434.00	139,434.00
Other Local Revenue		108,328.00	24,600.00	7,575.89	20,500.07			0.00	0.00
Interfund Transfers In								3,517,673.24	3,527,104.00
All Other Financing Sources									
TOTAL RECEIPTS		131,229.00	1,170,607.30	43,465.89	170,910.88	0.00	0.00	1,473,305.00	1,473,305.00
C. DISBURSEMENTS		152,569.00	151,112.00	148,796.00	151,111.36			623,372.00	623,372.00
Certified Salaries		55,602.00	50,200.00	50,200.00	50,130.44			688,850.00	688,850.00
Classified Salaries		58,000.00	58,000.00	58,000.00	58,417.00			132,404.00	132,404.00
Employee Benefits		8,500.00	8,900.00	8,900.00	5,453.75			289,027.21	289,626.00
Books and Supplies		4000-4999	28,500.00	37,000.00	23,499.00	16,643.57		0.00	0.00
Services		5000-5999	0.00	0.00	0.00	63,984.16		236,000.00	236,000.00
Capital Outlay		6000-5599	0.00	0.00	0.00	91,214.00		91,214.00	91,214.00
Other Outgo		7000-7499	0.00	0.00	0.00	0.00		0.00	0.00
Interfund Transfers Out		7600-7629	0.00	0.00	0.00	0.00		3,514,552.21	3,514,552.21
All Other Financing Uses		7630-7699	0.00	0.00	0.00	0.00			
TOTAL DISBURSEMENTS		303,171.00	305,212.00	380,509.00	345,710.28	0.00	0.00		
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							77,716.85	77,716.85
Accounts Receivable	9200-9299							46,134.16	46,134.16
Due From Other Funds	9310							0.00	0.00
Stores	9320							0.00	0.00
Prepaid Expenditures	9330							0.00	0.00
Other Current Assets	9340							0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00			123,851.01	123,851.01
SUBTOTAL									
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							12,491.87	12,491.87
Due To Other Funds	9610		(450,000.00)					(300,000.00)	(300,000.00)
Current Loans	9640							0.00	0.00
Unearned Revenues	9650							2,668.62	2,668.62
Deferred Inflows of Resources	9690	0.00	(450,000.00)	0.00				0.00	(284,911.51)
SUBTOTAL								0.00	0.00
Nonoperating									
Suspense Clearing	9910	0.00	460,000.00	0.00	0.00	0.00	0.00	408,762.52	408,762.52
TOTAL BALANCE SHEET ITEMS									
E. NET INCREASE/DECREASE (B - C + D)		(171,932.00)	1,315,395.30	(337,043.11)	(174,793.40)	0.00	0.00	411,883.55	411,883.55
F. ENDING CASH (A + E)		64,267.90	1,379,663.20	1,042,620.09	867,820.69				
G. ENDING CASH PLUS CASH ACCRUALS AND ADJUSTMENTS								867,820.69	867,820.69

Cold Spring Elementary School District

Agenda Item # 11. G

Board Meeting Date: April 20, 2015

Department: Business Services

Action Required: Yes

ITEM

Approval - AB 1200 Public Disclosure of Proposed Collective Bargaining Agreement with Cold Spring Education Association

BACKGROUND

Assembly Bill (AB) 1200 requires local educational agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. Government Code (GC) 3547.5 states: "Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer..."

This provision is applicable to both single year and multiyear agreements where the contract has been reopened to determine compensation adjustments in a subsequent year. It is intended to ensure that the public is aware of the known costs associated with a proposed collective bargaining agreement before it becomes binding on the district. These documents must be made available to the public at least ten (10) working days prior to the date on which the governing board will take action on the proposed bargaining agreement.

On March 25, 2015 the Cold Spring Education Association and the District signed a Negotiated Agreement, which concludes negotiations for the period July 1, 2014 through June 30, 2017 2017.

RECOMMENDATION

It is recommended that the Board of Trustees approve the AB 1200: Public Disclosure of Proposed Collective Bargaining Agreements between Cold Spring Education Association and Cold Spring Elementary School District.

Submitted By: Scott R. Lathrop, CBO

Date: April 20, 2015

11.G.1

Tentative Agreement

March 25, 2015

The Cold Spring Education Association (CSEA) and Cold Spring Elementary School District (CSESD) have agreed to the following changes to the contract agreement dated June 30, 2015, pending approval by each parties governing Boards

Term of the agreed shall be 3-years, starting in 2014-15 through 2016-17 school year.

All Salary increase in the first year will be retro-active to July 1, 2014.

Article 9.1 Salary

- | | |
|---------|---|
| 2014-15 | The District will increase the salary schedule by 3%, effective July 2014 |
| 2015-16 | The District will increase the salary schedule by 2%, effective July 2015 |
| 2016-17 | The District will increase the salary schedule by 2%, effective July 2016 |

Article 9.6 Health & Welfare

The District agrees to increase the Annual Benefit "Cap" as follows;

- | | |
|---------|----------------------|
| 2014-15 | \$15,550 (no change) |
| 2015-16 | \$17,800 |
| 2016-17 | \$17,800 |

Article 9.12 Stipends

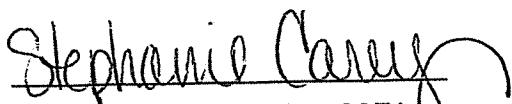
The District agrees to increase stipends as follows;

- | | |
|---------|-------|
| 2014-15 | \$ 50 |
| 2015-16 | \$ 50 |
| 2016-17 | \$ 50 |

Re-Openers

- | | |
|---------|---|
| 2015-16 | Two Articles for each party, excluding Article 9 - Salary, Health and Welfare Benefits |
| 2016-17 | Two Articles for each party, in addition if local property tax collection increases by 3% (Trigger) or more,
the District agrees to re-open Article 9 - Salary, Health and Welfare Benefit |

Cold Spring Education Association


Stephanie Cary, President CSEA

Cold Spring Elementary School District


Dr. Tricia Price, Superintendent

**Santa Barbara County Education Office
School Business Advisory Services**

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
In accordance with AB 1200 (Chapter 1213/1991), GC 3540.2(a), GC 3547.5, and CCR, Title V, Section 15449

Name of School District:	Cold Spring Elementary School District		
Name of Bargaining Unit:	Cold Spring Education Association		
Certificated, Classified, Other:	Certificated		

The proposed agreement covers the period beginning: **July 1, 2014** (date) and ending: **June 30, 2017** (date)

The Governing Board will act upon this agreement on: **April 20, 2015** (date)

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined	Current Budget (Prior to Proposed Agreement)	Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Year 1 Increase/(Decrease) 2014-15	Year 2 Increase/(Decrease) 2015-16	Year 3 Increase/(Decrease) 2016-17
1. Salary Schedule Including Step and Column	\$ 1,232,579	\$ 36,220 2.94%	\$ 21,689 1.71%	\$ 22,123 1.71%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 9,850	\$ 300 3.05%	\$ 300 2.96%	\$ 300 2.87%
Description of Other Compensation		Increased - Club Stipends	Increased - Club Stipends	Increased - Club Stipends
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 177,333	\$ 6,337 3.574%	\$ 3,738 2.04%	\$ 3,812 2.03%
4. Health/Welfare Plans	\$ 279,900	\$ - 0.00%	\$ 21,200 7.57%	\$ 15,772 5.24%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 1,699,662	\$ 42,857 2.522%	\$ 46,927 2.69%	\$ 42,007 2.35%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	18.00			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 94,426	\$ 2,381 2.522%	\$ 2,607 2.69%	\$ 2,334 2.35%

Public Disclosure of Proposed Collective Bargaining Agreement

Page 2

Cold Spring Elementary School District

Cold Spring Education Association

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

Year 1 - 3% 100% of the year Year 2 - 2% 100% of the year Year 3 - 2% 100% of the year

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

11. Does this bargaining unit have a negotiated cap for Health and Welfare

Yes No

If yes, please describe the cap amount.

Year 1 \$15,550 Year 2 \$17,800 Year 3 \$17,800

- B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)**

None

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

Positive Impact - High Compensation Package to retain highly qualified teachers

Cold Spring Elementary School District

Cold Spring Education Association

What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

Year 3 Salary & Benefit reopener contingent on local property tax increase 3% or higher in fiscal year 2016-17.
(Trigger due to Basic Aid status)

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None

F. Source of Funding for Proposed Agreement:

1. Current Year

Increase in local property tax collection (Basic Aid)

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Multi-Year Agreement

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Increase in local property tax collection (Basic Aid) and reduction in certificatiated staff due to decreasing enrollment.

Cold Spring Elementary School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund
Cold Spring Education Association

Bargaining Unit: Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 01/30/2015)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Sources 8010-8099	\$ 3,116,617		\$ 93,498	\$ 3,210,115
Federal Revenue 8100-8299	\$ -			\$ -
Other State Revenue 8300-8599	\$ 28,320			\$ 28,320
Other Local Revenue 8600-8799	\$ 168,805			\$ 168,805
TOTAL REVENUES	\$ 3,313,742		\$ 93,498	\$ 3,407,240
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 1,463,800	\$ 36,977		\$ 1,500,777
Classified Salaries 2000-2999	\$ 623,373	\$ -	\$ -	\$ 623,373
Employee Benefits 3000-3999	\$ 666,006	\$ 5,547		\$ 671,553
Books and Supplies 4000-4999	\$ 126,240			\$ 126,240
Services, Other Operating Expenses 5000-5999	\$ 234,211			\$ 234,211
Capital Outlay 6000-6999	\$ -			\$ -
Other Outgo 7100-7299	\$ 236,000			\$ 236,000
7400-7499				
Indirect/Direct Support Costs 7300-7399				\$ -
TOTAL EXPENDITURES	\$ 3,349,630	\$ 42,524	\$ -	\$ 3,392,154
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 139,434			\$ 139,434
Transfers Out and Other Uses 7600-7699	\$ 91,214			\$ 91,214
Contributions 8980-8999				\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 12,332	\$ (42,524)	\$ 93,498	\$ 63,306
BEGINNING FUND BALANCE	\$ 344,849			\$ 344,849
Prior-Year Adjustments/Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 357,181	\$ (42,524)	\$ 93,498	\$ 408,155
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719				\$ -
Restricted Amounts 9740				\$ -
Committed Amounts 9750-9760				\$ -
Assigned Amounts 9780				\$ -
Reserve for Economic Uncertainties 9789				\$ -
Unassigned/Unappropriated Amount 9790	\$ 357,181	\$ (42,524)	\$ 93,498	\$ 408,155

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Cold Spring Elementary School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund
Cold Spring Education Association

Bargaining Unit: Object Code	Column 1 Latest Board- Approved Budget Before Settlement (As of 01/30/2015)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Sources	8010-8099			\$ -
Federal Revenue	8100-8299	\$ 17,764		\$ 17,764
Other State Revenue	8300-8599	\$ 56,164	\$ 516	\$ 56,680
Other Local Revenue	8600-8799			\$ -
TOTAL REVENUES		\$ 73,928	\$ 516	\$ 74,444
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 9,505	\$ 285	\$ 9,790
Classified Salaries	2000-2999	\$ -	\$ 48	\$ 48
Employee Benefits	3000-3999	\$ 2,844		\$ 2,844
Books and Supplies	4000-4999	\$ 6,164		\$ 6,164
Services, Other Operating Expenses	5000-5999	\$ 55,415		\$ 55,415
Capital Outlay	6000-6999			\$ -
Other Outgo	7100-7299 7400-7499			\$ -
Indirect/Direct Support Costs	7300-7399			\$ -
TOTAL EXPENDITURES		\$ 73,928	\$ 333	\$ 74,261
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979			\$ -
Transfers Out and Other Uses	7600-7699			\$ -
Contributions	8980-8999			\$ -
OPERATING SURPLUS (DEFICIT)*		\$ -	\$ (333)	\$ 516
BEGINNING FUND BALANCE	9791	\$ 82,559		\$ 82,559
Prior-Year Adjustments/Restatements	9793/9795			\$ -
ENDING FUND BALANCE		\$ 82,559	\$ (333)	\$ 516
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts	9711-9719			\$ -
Restricted Amounts	9740			\$ -
Committed Amounts	9750-9760			
Assigned Amounts	9780			
Reserve for Economic Uncertainties	9789			\$ -
Unassigned/Unappropriated Amount	9790	\$ 82,559	\$ (333)	\$ 516
*Net Increase (Decrease) in Fund Balance				\$ 82,742

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund**

Bargaining Unit:

	Object Code	Column 1	Column 2	Column 3	Column 4
		Latest Board-Approved Budget Before Settlement (As of 01/30/2015)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Sources	8010-8099	\$ 3,116,617		\$ 93,498	\$ 3,210,115
Federal Revenue	8100-8299	\$ 17,764		\$ -	\$ 17,764
Other State Revenue	8300-8599	\$ 84,484		\$ 516	\$ 85,000
Other Local Revenue	8600-8799	\$ 168,805		\$ -	\$ 168,805
TOTAL REVENUES		\$ 3,387,670		\$ 94,014	\$ 3,481,684
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 1,473,305	\$ 37,262	\$ -	\$ 1,510,567
Classified Salaries	2000-2999	\$ 623,373	\$ 48	\$ -	\$ 623,421
Employee Benefits	3000-3999	\$ 668,850	\$ 5,547	\$ -	\$ 674,397
Books and Supplies	4000-4999	\$ 132,404		\$ -	\$ 132,404
Services, Other Operating Expenses	5000-5999	\$ 289,626		\$ -	\$ 289,626
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo	7100-7299 7400-7499	\$ 236,000		\$ -	\$ 236,000
Indirect/Direct Support Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ 3,423,558	\$ 42,857	\$ -	\$ 3,466,415
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	\$ 139,434	\$ -	\$ -	\$ 139,434
Transfers Out and Other Uses	7600-7699	\$ 91,214	\$ -	\$ -	\$ 91,214
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 12,332	\$ (42,857)	\$ 94,014	\$ 63,489
BEGINNING FUND BALANCE	9791	\$ 427,408			\$ 427,408
Prior-Year Adjustments/Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 439,740	\$ (42,857)	\$ 94,014	\$ 490,897
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts	9740	\$ -	\$ -	\$ -	\$ -
Committed Amounts	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ 439,740	\$ (42,857)	\$ 94,014	\$ 490,897

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement
Cold Spring Elementary School District

Page 4g

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:		Fund 63		
Bargaining Unit:	Cold Spring Education Association			
Object Code	Column 1	Column 2	Column 3	Column 4
REVENUES	Latest Board-Approved Budget Before Settlement (As of 01/30/2015)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
LCFF Sources 8010-	\$ -	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ -	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ -	\$ -	\$ -	\$ -
Other Local Revenues 8600-8799	\$ 40,080		\$ -	\$ 40,080
TOTAL REVENUES	\$ 40,080		\$ -	\$ 40,080
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ 47,517	\$ -	\$ -	\$ 47,517
Employee Benefits 3000-3999	\$ 24,555	\$ -	\$ -	\$ 24,555
Books and Supplies 4000-4999	\$ 1,850		\$ -	\$ 1,850
Services, Other Operating Expenses 5000-5999	\$ 7,370		\$ -	\$ 7,370
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo 7100-7299	\$ -		\$ -	\$ -
	7400-7499			
Indirect/Direct Support Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ 81,292	\$ -	\$ -	\$ 81,292
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 41,214	\$ -	\$ -	\$ 41,214
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 2	\$ -	\$ -	\$ 2
BEGINNING FUND BALANCE	9791	\$ -		\$ -
Prior-Year Adjustments/Restatements	9793/9795	\$ -		\$ -
ENDING FUND BALANCE	\$ 2	\$ -	\$ -	\$ 2
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ -	\$ -	\$ -	\$ -
Committed Amounts 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 2	\$ -	\$ -	\$ 2

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Page 4i

Cold Spring Elementary School District
Cold Spring Education Association

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ 93,498	Increased local property tax collection
Expenditures	\$ -	1-year cost of agreement
Other Financing Sources/Uses	\$ -	
Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ 516	Increase in State grant for CASPPAIR
Expenditures	\$ -	Increased cost for California Assessment of Students
Other Financing Sources/Uses	\$ -	
Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	
Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	
Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	
Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	
Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

Public Disclosure of Proposed Collective Bargaining Agreement

Page 5a

Cold Spring Elementary School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP
Cold Spring Education Association

Bargaining Unit: Object Code	2014-15	2015-16	2016-17	
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement	
REVENUES				
LCFF Sources	8010-8099	\$ 3,210,115	\$ 3,210,115	\$ 3,274,395
Federal Revenue	8100-8299	\$ -		
Other State Revenue	8300-8599	\$ 28,320	\$ 30,000	\$ 33,000
Other Local Revenue	8600-8799	\$ 168,805	\$ 162,000	\$ 162,500
TOTAL REVENUES		\$ 3,407,240	\$ 3,402,115	\$ 3,469,895
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 1,500,777	\$ 1,448,800	\$ 1,498,900
Classified Salaries	2000-2999	\$ 623,373	\$ 626,572	\$ 650,072
Employee Benefits	3000-3999	\$ 671,553	\$ 660,000	\$ 675,000
Books and Supplies	4000-4999	\$ 126,240	\$ 115,000	\$ 115,000
Services, Other Operating Expenses	5000-5999	\$ 234,211	\$ 240,000	\$ 240,000
Capital Outlay	6000-6999	\$ -		
Other Outgo	7100-7299 7400-7499	\$ 236,000	\$ 236,000	\$ 242,000
Indirect/Direct Support Costs	7300-7399	\$ -		
Other Adjustments			\$ -	\$ -
TOTAL EXPENDITURES		\$ 3,392,154	\$ 3,326,372	\$ 3,420,972
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ 139,434		
Transfers Out and Other Uses	7600-7699	\$ 91,214		
Contributions	8980-8999	\$ -		
OPERATING SURPLUS (DEFICIT)*		\$ 63,306	\$ 75,743	\$ 48,923
BEGINNING FUND BALANCE	9791	\$ 344,849	\$ 408,155	\$ 483,898
Prior-Year Adjustments/Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 408,155	\$ 483,898	\$ 532,821
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts	9711-9719	\$ -		
Restricted Amounts	9740			
Committed Amounts	9750-9760	\$ -		
Assigned Amounts	9780	\$ -		
Reserve for Economic Uncertainties	9789	\$ -		
Unassigned/Unappropriated Amount	9790	\$ 408,155	\$ 483,898	\$ 532,821

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Cold Spring Elementary School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Restricted General Fund MYP**

Bargaining Unit: Cold Spring Education Association

Object Code	2014-15	2015-16	2016-17
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Sources	8010-8099	\$ -	
Federal Revenue	8100-8299	\$ 17,764	\$ 17,767
Other State Revenue	8300-8599	\$ 56,680	\$ 56,164
Other Local Revenue	8600-8799	\$ -	
TOTAL REVENUES		\$ 74,444	\$ 73,931
EXPENDITURES			
Certificated Salaries	1000-1999	\$ 9,790	\$ 9,857
Classified Salaries	2000-2999	\$ 48	
Employee Benefits	3000-3999	\$ 2,844	\$ 2,500
Books and Supplies	4000-4999	\$ 6,164	\$ 8,500
Services, Other Operating Expenses	5000-5999	\$ 55,415	\$ 55,021
Capital Outlay	6000-6999	\$ -	
Other Outgo	7100-7299	\$ -	
	7400-7499		
Indirect/Indirect Support Costs	7300-7399	\$ -	
Other Adjustments			
TOTAL EXPENDITURES		\$ 74,261	\$ 75,878
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources	8900-8979	\$ -	
Transfers Out and Other Uses	7600-7699	\$ -	
Contributions	8980-8999	\$ -	
OPERATING SURPLUS (DEFICIT)*		\$ 183	\$ (1,947)
BEGINNING FUND BALANCE	9791	\$ 82,559	\$ 82,742
Prior-Year Adjustments/Restatements	9793/9795	\$ -	
ENDING FUND BALANCE		\$ 82,742	\$ 80,795
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts	9711-9719	\$ -	
Restricted Amounts	9740	\$ -	
Committed Amounts	9750-9760		
Assigned Amounts	9780		
Reserve for Economic Uncertainties	9789	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ 82,742	\$ 80,795
			\$ 134,734

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Cold Spring Elementary School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP
Cold Spring Education Association

Bargaining Unit: Object Code	2014-15	2015-16	2016-17	
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement	
REVENUES				
LCFF Sources 8010-8099	\$ 3,210,115	\$ 3,210,115	\$ 3,274,395	
Federal Revenue 8100-8299	\$ 17,764	\$ 17,767	\$ 18,000	
Other State Revenue 8300-8599	\$ 85,000	\$ 86,164	\$ 89,164	
Other Local Revenue 8600-8799	\$ 168,805	\$ 162,000	\$ 162,500	
TOTAL REVENUES	\$ 3,481,684	\$ 3,476,046	\$ 3,544,059	
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 1,510,567	\$ 1,458,657	\$ 1,509,125	
Classified Salaries 2000-2999	\$ 623,421	\$ 626,572	\$ 650,072	
Employee Benefits 3000-3999	\$ 674,397	\$ 662,500	\$ 678,000	
Books and Supplies 4000-4999	\$ 132,404	\$ 123,500	\$ 122,000	
Services, Other Operating Expenses 5000-5999	\$ 289,626	\$ 295,021	\$ 240,000	
Capital Outlay 6000-6999	\$ -	\$ -	\$ -	
Other Outgo 7100-7299 7400-7499	\$ 236,000	\$ 236,000	\$ 242,000	
Indirect/Direct Support Costs 7300-7399	\$ -	\$ -	\$ -	
Other Adjustments		\$ -	\$ -	
TOTAL EXPENDITURES	\$ 3,466,415	\$ 3,402,250	\$ 3,441,197	
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 139,434	\$ -	\$ -	
Transfers Out and Other Uses 7600-7699	\$ 91,214	\$ -	\$ -	
Contributions 8980-8999	\$ -	\$ -	\$ -	
OPERATING SURPLUS (DEFICIT)*	\$ 63,489	\$ 73,796	\$ 102,862	
BEGINNING FUND BALANCE	9791	\$ 427,408	\$ 490,897	\$ 564,693
Prior-Year Adjustments/Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 490,897	\$ 564,693	\$ 667,555
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ -	\$ -	\$ -	\$ -
Committed Amounts 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 490,897	\$ 564,693	\$ 667,555	

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Page 6

Cold Spring Elementary School District

Cold Spring Education Association

. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2014-15	2015-16	2016-17
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 3,557,629	\$ 3,402,250	\$ 3,441,197
b. Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c. Net Expenditures, Transfers Out, and Uses	\$ 3,557,629	\$ 3,402,250	\$ 3,441,197
d. State Standard Minimum Reserve Percentage for this District Enter percentage →	5.00%	5.00%	5.00%
e. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a. times Line b. or \$50,000)	\$ 177,881	\$ 170,113	\$ 172,060

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
b. General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 408,155	\$ 483,898	\$ 532,821
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d. Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e. Total Available Reserves	\$ 408,155	\$ 483,898	\$ 532,821
f. Reserve for Economic Uncertainties Percentage	11.47%	14.22%	15.48%

3. Do unrestricted reserves meet the state minimum reserve amount?

2014-15	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2015-16	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2016-17	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

[Redacted area for response]

Public Disclosure of Proposed Collective Bargaining Agreement

Page 7

Cold Spring Elementary School District

Cold Spring Education Association

Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$	42,857
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$	(42,857)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$	(42,857)

Variance \$ -

Variance Explanation:

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/(Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
2014-15 Surplus/(Deficit) before settlement(s)?	\$ 12,332	0.35%	
2014-15 Surplus/(Deficit) after settlement(s)?	\$ 63,489	1.78%	
2015-16 Surplus/(Deficit) after settlement(s)?	\$ 73,796	2.17%	
2016-17 Surplus/(Deficit) after settlement(s)?	\$ 102,862	2.99%	

Deficit Reduction Plan (as necessary):

7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 2015-16 and/or 2016-17?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet or use Page 9a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
2015-16 Unrestricted, Page 5a	\$ -	
2015-16 Restricted, Page 5b	\$ -	
2016-17 Unrestricted, Page 5a	\$ -	
2016-17 Restricted, Page 5b	\$ -	

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding

(fill out columns for which there is agreement)

	2013-14	2014-15	2015-16	2016-17
--	---------	---------	---------	---------

a. LCFF Funding per ADA (average)	-	7,561.00	7,711.00	7,910.00
b. Amount Change from Prior Year Funding per ADA		7,561.00	150.00	199.00
c. Percentage Change from Prior Year Funding per ADA		0.00%	1.98%	2.58%
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)		42,857.00	46,927.13	42,006.91
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)		2.52%	2.69%	2.35%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)	Exceeds	Exceeds	Within	

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2(a) and 3547.5, the Superintendent and Chief Business Official of the Cold Spring Elementary School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2014 to June 30 2017.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year**Budget Adjustment Categories:**

	Budget Adjustment Increase/(Decrease)
Revenues/Other Financing Sources	\$ 94,014
Expenditures/Other Financing Uses	\$ 42,857
Ending Balance(s) Increase/(Decrease)	<u>\$ 51,157</u>

Subsequent Years**Budget Adjustment Categories:**

	Budget Adjustment Increase/(Decrease)
Revenues/Other Financing Sources	\$ -
Expenditures/Other Financing Uses	\$ -
Ending Balance(s) Increase/(Decrease)	<u>\$ -</u>

Budget Revisions

If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify



District Superintendent
(Signature)

4-15-15

Date

I hereby certify I am unable to certify



Chief Business Official
(Signature)

4-15-15

Date

Special Note: The Santa Barbara County Education Office may request additional information, as necessary, to review the district's compliance with requirements.

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Cold Spring Elementary School District

District Name

District Superintendent
(Signature)

Scott R. Lathrop, CBO

Contact Person

Date

805-969-2678

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on April 20, 2015, took action to approve the proposed agreement with the Cold Spring Education Association Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Santa Barbara County Education Office may request additional information, as necessary, to review the district's compliance with requirements.

ACTION
April 20, 2015

BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Tricia Price, Superintendent/Principal
RE: **Approval of the 2013-14 School Accountability Report Card (SARC)**

Each California public school is required to prepare a school accountability report card each year that follows the current requirements under state law. School Innovations & Advocacy prepares the school's SARC each year.

Included in the Board's packet is this year's SARC for the Board's approval. The SARCs are prepared using data from the previous school year, and therefore identified by the year of the data. Thus, this SARC is for 2013-14, and some elements include data from earlier years.

The SARC will be posted on the District website.

I recommend that the Board of Trustees approve the 2013-14 SARC.



Tricia T. Price, Superintendent/Principal

Cold Spring School

CDS Code: 42-69161-6045348

2243 Sycamore Canyon Road Santa Barbara, CA 93108 • Phone: (805) 969-2678 • Grades: K-6



Principal's Message

Cold Spring is a K-6 public elementary school embarking on its 124th year of providing high-quality education to young people. Our enrollment this year is approximately 185 children. The school provides a comprehensive approach to elementary education that prepares our young people for success throughout their educational career and helps them become active participants in our community. The key to this approach lies in our low student-to-teacher ratios (the K-6 class size average is 15), which gives personal attention to each student by a dedicated and talented faculty, coupled with strong support from parents and community members alike. The caliber of education provided by our staff of highly skilled and enthusiastic teachers gives our students strength, understanding, and compassion — values that will benefit our country and future generations.

We are proud of our strong academic program that provides the students with a solid base in fundamental skills and concepts while promoting thinking skills, problem solving, and creativity. Cold Spring School students consistently demonstrate high levels of academic achievement on the California Standards Tests, on local academic measures, and as they move through the junior high and high school programs.

Equally impressive is the school's support of the visual and performing-arts programs as well as specialists' programs in physical education and technology. Cold Spring School students experience a broad array of learning activities in all of these areas. The school has a 1:1 laptop-computer program in grades 2-6 and began implementing an iPad pilot program in grades K-1 in 2012-13. We will continue to refine curriculum, instruction, and technology in the 2013-14 school year as we transition into full implementation of the California Common Core State Standards.

In spring 2010, Cold Spring School was recognized by the California Department of Education as a California Distinguished School; in 2012, Cold Spring School achieved the highest Academic Performance Index (API) in Santa Barbara County. In spring 2014, Cold Spring School was again recognized as by the California Department of Education as a California Distinguished School.

History of Cold Spring School

No. 11?

The Cold Spring School District began legally on April 5, 1889, when a small plot of ground, a portion of Lot 162 of old Pueblo Land of Santa Barbara was set aside for a school on the south side of Sycamore Canyon Road. Cold Spring School began legally in 1889, but five years passed before a building was ready for use in 1894. The first school property was deeded to the school district on October 18, 1889, and the second section was deeded on December 4, 1889. This property was deeded to the Union Realty Company on January 26, 1927, at the time of the building of the present school.

Parental Involvement

Parents play an integral role in every aspect of the school program. Parents volunteer to assist in the classrooms, organize class activities, and support the teachers. At the school level, parents have numerous ways to be involved and support learning. The Parent Club actively supports the school community by sponsoring social events, welcoming new families, and raising funds to provide playground equipment and classroom learning materials. In addition, the Parent Club coordinates after-school enrichment programs, a noontime art center, and many other programs that benefit our students. The School Site Council (SSC) — which consists of parents and staff — meets monthly to monitor and recommend improvement for the school's academic program. The Safe Routes to School Committee promotes a safer neighborhood for the students and their families to walk and ride bikes to school, and schedules numerous safety programs (bike rodeo, assemblies) for the students. The Cold Spring School Foundation, a 501(c)(3) nonprofit organization, donates approximately \$150,000 per year in support of specialists' programs in art, library, music, physical education, and technology.

For more information on how to become involved at the school, contact Parent Club President Jennifer Hall at (805) 969-2678.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Cold Spring School District

Dr. Tricia Price,
Superintendent/Principal
E-mail: tprice@coldspringschool.net

www.coldspringschool.net

Cold Spring Mission Statement

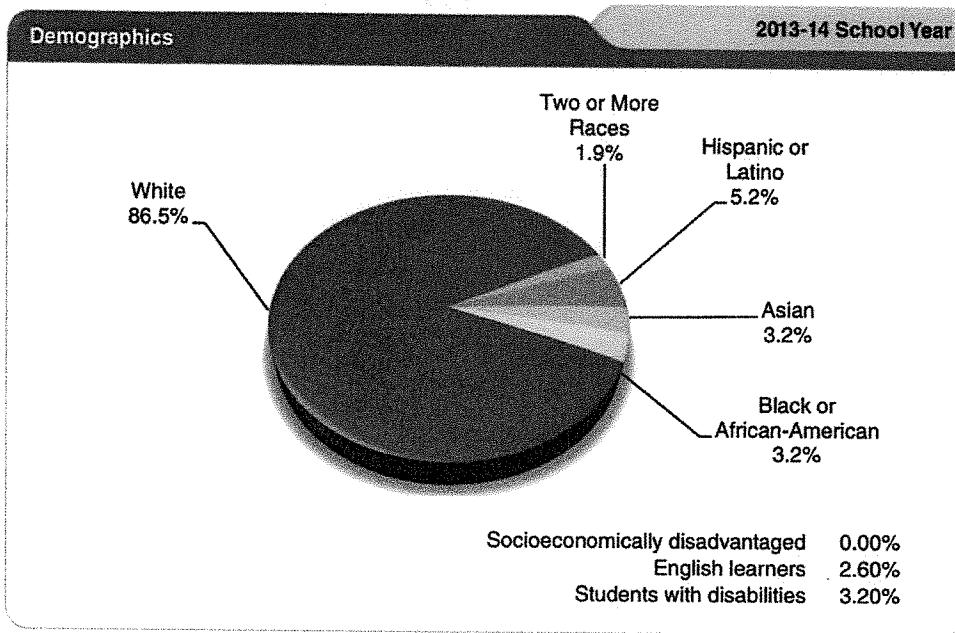
The mission of Cold Spring School is to provide a quality educational program in a secure family atmosphere, which fosters a balance of academic achievement, healthy personal development, social and environmental responsibility, and enthusiasm for lifelong learning.

Teachers, staff, parents, and the community will work together to create a school environment in which cooperative problem solving, creativity, and innovative thinking are encouraged, and the unique potential of each individual student and employee is valued and nurtured.

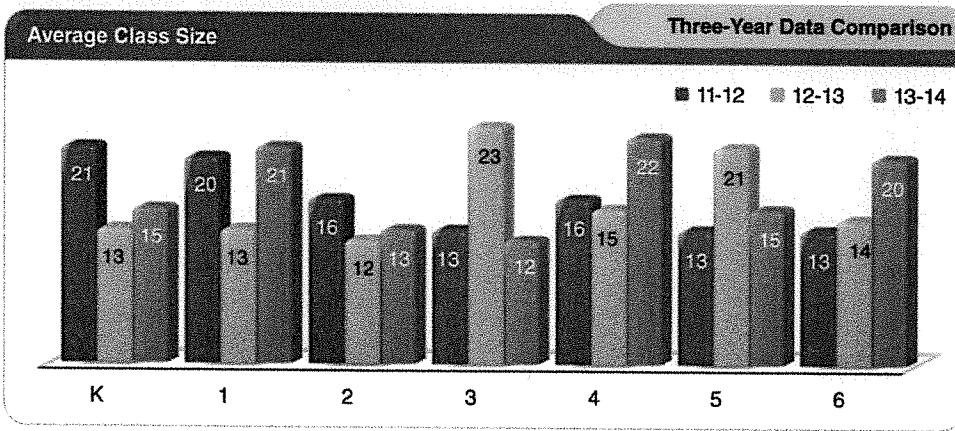


Enrollment by Student Group

The total enrollment at the school was 155 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

**Class Size Distribution**

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.



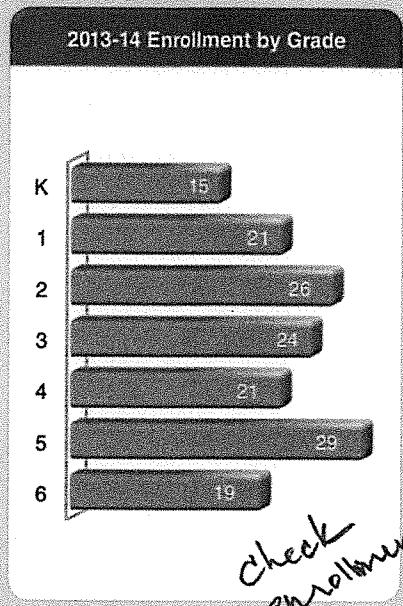
Number of Classrooms by Size

Three-Year Data Comparison

Grade	2011-12			2012-13			2013-14		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K	1			2			1		
1	1			2			1		
2	1			2			2		
3	2			1			2		
4	1			2			1		
5	2			1			2		
6	2			2			1		

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

**Suspensions and Expulsions**

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

	11-12	12-13	13-14
Cold Spring School			
Suspension rates	0%	0%	0%
Expulsion rates	0%	0%	0%
Cold Spring SD			
Suspension rates	0%	0%	0%
Expulsion rates	0%	0%	0%
California			
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Subject	Three-Year Data Comparison											
	Students Scoring at Proficient or Advanced Levels			Cold Spring School			Cold Spring SD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	96%	100%	79%	96%	100%	79%	60%	59%	60%			

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Group	Spring 2014 Results	
	Science	
All students in the district	79%	
All students at the school	79%	
Male	62%	
Female	94%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	❖	
Native Hawaiian or Pacific Islander	❖	
White	79%	
Two or more races	❖	
Socioeconomically disadvantaged	❖	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts and mathematics. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Subject	Three-Year Data Comparison									California		
	Students Scoring at Proficient or Advanced Levels			Cold Spring School			Cold Spring SD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	89%	93%	88%	89%	93%	88%	54%	56%	55%			
Mathematics	88%	94%	93%	88%	94%	93%	49%	50%	50%			

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

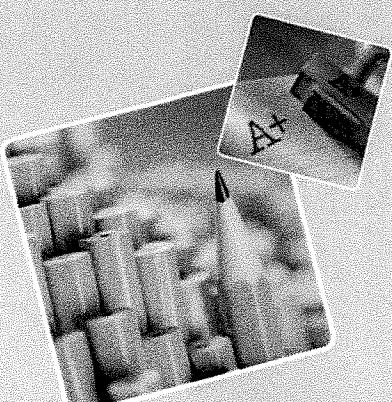
For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	10	10	10
Similar Schools API Rank	10	10	9

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/apifaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	Cold Spring School	Cold Spring SD	California	10-11	11-12	12-13
All students	946	932	790	-10	16	-22
Black or African-American	❖	❖	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	❖	❖	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	❖	❖	743	■	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	946	929	852	-18	16	-19
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	❖	❖	742	■	■	■
English learners	❖	❖	717	■	■	■
Students with disabilities	906	812	616	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Cold Spring School	Cold Spring SD
Met overall AYP	**	**
Met participation rate		
English language arts	▲	▲
Mathematics	▲	▲
Met percent proficient		
English language arts	▲	▲
Mathematics	**	**
Met graduation rate	✗	✗

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2014-15 School Year	
	Cold Spring School	Cold Spring SD
Program Improvement status	Not In PI	Not In PI
First year of Program Improvement	◊	◊
Year in Program Improvement*	◊	◊
Number of schools Identified for Program Improvement		0
Percent of schools Identified for Program Improvement		0.00%

* For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

✗ Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◊ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 5	
Four of six standards	16.70%
Five of six standards	20.00%
Six of six standards	60.00%

Types of Services Funded

Cold Spring School receives both state and federal categorical funds. These funds are used to support supplemental services for our students in reading and math, and to provide staff development for the teaching staff. A 70 percent reading specialist funded by Title I, Economic Impact Aid (EIA), and School Improvement Program (SIP) works with students in grades K-4. Title II funds support staff development in core curriculum (reading, writing, and math) and integrating technology with content standards. General funds are used to support teacher training in differentiated learning and addressing the needs of gifted and high achieving students. Class Size Reduction (CSR) funds support additional teachers, which enables the district to maintain small class sizes.

Textbooks and Instructional Materials

Textbooks and other instructional materials are a major component of the school's instructional program. Cold Spring School carefully selects the textbooks and materials through a comprehensive process that includes staff training, extensive review by all classroom teachers, an opportunity for parent review through the School Site Council, and adoption by the board of trustees. All textbooks and instructional materials used at Cold Spring School are aligned with the California Content Standards and Frameworks. Cold Spring School follows the state instructional materials adoption cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

Each pupil has access to their own copy of the standards-aligned textbooks (approved by State Board of Education) and instructional materials for use in the classroom and to take home.

Some supplemental materials used in language arts are not state adopted but still support the state standards. These materials include a handwriting program (K-6) and spelling series (4-6). Supplemental materials to address Common Core Standards are also being purchased as needs are assessed.

Textbooks and Instructional Materials List		2014-15 School Year	
Subject	Textbook	Adopted	
English language arts	Houghton Mifflin	2009-10	
Mathematics	Harcourt and Pearson	2009-10	
Science	Scott Foresman	2007-08	
History/social science	Houghton Mifflin	2006-07	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2014-15 School Year	
Criteria	Yes/No		
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes		
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes		
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes		

Professional Development

The major areas of focus for staff development at Cold Spring School the past several years have been differentiated instruction, technology, and writing. In 2007-08, the staff began a yearly review process of one core program that aligned with the state's textbook adoption cycle. That year, the staff reviewed and developed improvement goals for mathematics. In 2008-09, the staff reviewed and developed improvement goals for the reading/language arts program. In 2009-10, the area of writing was reviewed and improvement strategies implemented. In 2010-11, health education was reviewed and new programs put in place to strengthen the program. In 2011-12, teaching staff focused on physical fitness and student wellness, and implemented Visible Thinking Routines in the classroom. These Thinking Routines emphasize the importance of the students' own ideas and questions and draw all students into collaborative discussions. Another major area of focus has been transitioning into implementation of the California Common Core Standards. There was an increased focus on the Common Core Standards in the 2012-13 and 2013-14 school years, with staff receiving training in Common Core math standards and practices as well as ELA.

Weekly early dismissal days on Wednesdays provide the staff with additional ongoing time for collaboration and professional development. The district supports staff attendance at conferences and workshops that provide training related to the district's curriculum goals.

For the previous three school years, we dedicated three days for professional development.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014

School Safety

The SSC reviews and updates the Comprehensive School Safety Plan on an annual basis. The School Safety Plan provides policies, rules, and procedures for all aspects of maintaining a safe school for students and adults. The plan includes disaster and emergency procedures for earthquakes, fire, bomb threats, intruders, wildfires, floods, and toxic spills.

Monthly fire drills and duck-and-cover drills are held. An annual earthquake-simulation drill is held in conjunction with other local schools and public agencies. School staff members are trained in CPR and first aid.

The School Safety Plan also includes information on the school's discipline policies, school rules, dress code, harassment policy, and suspension and expulsion policies. The Comprehensive School Safety Plan is available in the school office. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2014.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			10/20/2014
Date of the most recent completion of the inspection form			10/20/2014

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Cleanliness	Clean crawl space above room 4; secure area from rodents. Repairs made in November 2014.	
External	Improvements to irrigation system in August 2014.	

School Facilities

Cold Spring School provides a safe, clean, and attractive environment for the students, staff, and visitors. The original building, which includes two classrooms and the auditorium, was completed in 1927. Five additional classrooms were built in the 1950s. A beautiful new library with an outdoor courtyard and fountain was completed in 1994. In 2000, six new classrooms were added, the auditorium received extensive remodeling, and the grounds and parking lots were redone. Three portable classrooms are used for the after-school day care, the art room, and a work room. The board of trustees approved a revised campus master plan in spring 2006.

The district's maintenance director and three part-time custodians provide custodial coverage from early in the morning until late at night on all weekdays. This unit ensures the classrooms, restrooms, and campus grounds are clean and safe. A routine maintenance program is administered to keep facilities maintained and kept in repair.

School Facilities

Continued from left

Student safety and campus security is maintained by the school staff that monitors the playground before and after school, and at all recesses. All visitors must sign in at the office, and students check in and check out through the office.

In the summers of 2008 and 2009, the school's playfields were renovated with funds donated by the Cold Spring School Foundation. In 2008, the roof and skylights on the primary classroom building were repaired and renovated through a parent donation.

The voters of the district approved a \$2.44 million bond measure, Measure C, in November 2008 that supported a modernization project of the older classrooms and restrooms. The project was completed in winter 2011.

Plans were made for additional renovation projects using the remaining Measure C funds. These plans included the replacement of the existing play structure, which had deteriorated wood components. This structure was replaced in summer 2011 and includes a new soft surface.

Also upgraded was landscaping in the front of the school and the asphalt was slurred and restriped. In the winter of 2011-12, the administrative office and kitchen received new carpet, and the art room added a sink and new flooring. In summer 2012, the remaining two portables were re-carpeted.

The State of California no longer supports the matching funds deferred maintenance program. The Cold Spring School District contracted with a local consultant to develop a long-term deferred maintenance needs assessment. Upon the completion of that study, the board of trustees determined that \$50,000.00 per year was needed to adequately fund these needs.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison			
	Cold Spring SD		Cold Spring School	
	14-15	12-13	13-14	14-15
Teachers				
With full credential	18	15	17	18
Without full credential	0	0	0	0
Teaching outside subject area of competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Cold Spring School		
	12-13	13-14	14-15
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

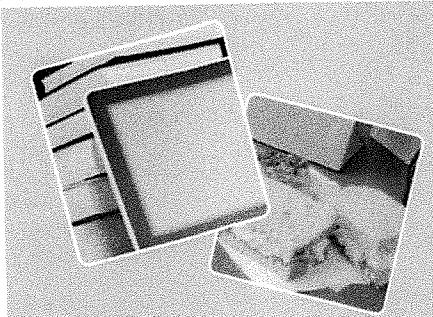
Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	Percent of Classes in Core Academic Subjects		2013-14 School Year
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Cold Spring School	80.00%	20.00%	
All schools in district	80.00%	20.00%	
High-poverty schools in district	◊	◊	
Low-poverty schools in district	80.00%	20.00%	

◊ Not applicable.



"Cold Spring School students experience a broad array of learning activities in all of these areas."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Ratio of students per academic counselor	◊
Support Staff	
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.7
Library media services staff (paraprofessional)	0.0
Psychologist	0.2
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.2
Resource specialist (non-teaching)	1.0
Other	
Reading specialist	0.7
Technology specialist	1.0
Music and art specialists	2.0

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		2012-13 Fiscal Year	
	Cold Spring SD	Similar Sized District	
Beginning teacher salary	\$45,525	\$38,970	
Midrange teacher salary	\$73,539	\$56,096	
Highest teacher salary	\$94,389	\$71,434	
Average Superintendent/Principal Salary	\$125,000	\$107,071	
Teacher salaries — percent of budget	35%	36%	
Administrative salaries — percent of budget	4%	7%	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Cold Spring School	\$17,713	\$89,934	
Cold Spring SD	\$17,713	\$89,934	
California	\$4,690	\$57,931	
School and district — percent difference	◆	◆	
School and California — percent difference	+277.7%	+55.2%	

◆ The percent difference does not apply to single-site districts.

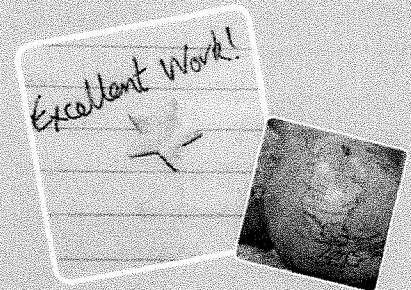
Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/datasets>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/acap. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2014.

School Financial Data

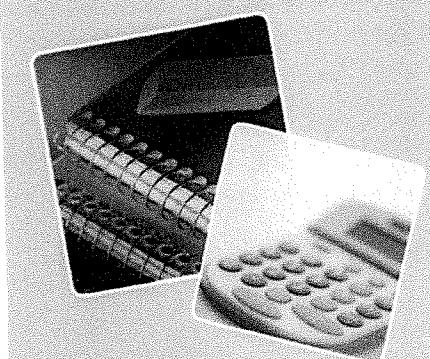
The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	\$17,925
Expenditures per pupil from restricted sources	\$212
Expenditures per pupil from unrestricted sources	\$17,713
Annual average teacher salary	\$89,934



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Local Control Accountability Plan (LCAP) Requirements

The table below outlines the eight state priority areas and whether or not the data are included in the School Accountability Report Card.

Local Control Accountability Plan Requirements	Alignment Between the Eight State Priority Areas and the SARC
	Data Required in the SARC
Education Code (EC)	
Priority 1: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. EC § 52060 (d)(1)	Yes
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	Yes
School facilities are maintained in good repair. EC § 52060 (d)(1)	Yes
Priority 2: Implementation of State Standards	
Implementation of academic content and performance standards adopted by the state board for all students, including English Language Development standards for English learners. EC § 52060 (d)(2)	No
Priority 3: Parental Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	Yes
Priority 4: Pupil Achievement	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	Yes
The Academic Performance Index. EC § 52060 (d)(4)(B)	Yes
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	Yes
The percentage of English learners who make progress toward English proficiency (e.g., California English Language Development Test). EC § 52060 (d)(4)(D)	No
The English learner reclassification rate. EC § 52060 (d)(4)(E)	No
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. EC § 52060 (d)(4)(F)	No
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program. EC § 52060 (d)(4)(G)	No
Priority 5: Pupil Engagement	
School attendance rates. EC § 52060 (d)(5)(A)	No
Chronic absenteeism rates. EC § 52060 (d)(5)(B)	No
Middle school dropout rates. EC § 52060 (d)(5)(C)	No
High school dropout rates. EC § 52060 (d)(5)(D)	Yes
High school graduation rates. EC § 52060 (d)(5)(E)	Yes
Priority 6: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	Yes
Pupil expulsion rates. EC § 52060 (d)(6)(B)	Yes
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. EC § 52060 (d)(6)(C)	Yes ¹
Priority 7: Course Access	
Pupils have access to and are enrolled in a broad course of study that includes all subject areas. EC § 52060 (d)(7)	No
Priority 8: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. EC § 52060 (d)(8)	Yes ²

¹ School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

² English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

ACTION
April 20, 2015

BOARD AGENDA ITEM

TO: Board of Trustees
(initials)

FROM: Tricia T. Price, Superintendent/Principal

RE: **Review of Revised Board Policy 5141.31, Immunizations, Second
Reading**

In your packet is the revised Board Policy 5141.31, Immunizations. The policy has been updated by CSBA, and changes are reflected in red in the attached revised policy. Former policy language is lined-through in blue. Current policy language is in black. This is on the agenda for a second reading.

Cold Spring ESD

Board Policy

Immunizations

BP 5141.31

Students

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall ~~of Trustees desires to~~ cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 6142.8 - Comprehensive Health Education)

Each student enrolling for the first time in a district elementary or secondary school, preschool, or child care and development program shall present an immunization record from any authorized private or public health care provider certifying that he/she has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

OPTION 1: Except to the extent otherwise authorized by law, each transfer student shall present evidence of immunization before he/she is admitted to school. Such evidence may include the child's personal immunization record from his/her authorized health care provider or his/her cumulative file from his/her previous school.

OPTION 2: Each transfer student shall be requested to present his/her immunization record upon registration at a district school.

However, when necessary, a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school. If these records do not arrive within 30 school days, the student shall present written documentation by an authorized health care provider ~~physician, nurse or clinician~~, showing that the

required immunizations were received. If such documentation is not presented, the student shall be excluded from school until the required immunizations have been administered. (17 CCR 6070) ~~immunization requirements are met.~~

- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.1 - Education for Foster Youth)
- (cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 49403)

- (cf. 5141.3 - Health Examinations)
- (cf. 5141.6 - School Health Services)
- (cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

- 44871 Qualifications of supervisor of health
- 46010 Total days of attendance
- 48216 Immunization
- 48853.5 Immediate enrollment of foster youth
- 48980 Required notification of rights
- 49403 Cooperation in control of communicable disease and immunizations
- 49426 Duties of school nurses
- 49701 Flexibility in enrollment of children of military families

HEALTH AND SAFETY CODE

- 120325-120380 Immunization against communicable disease, especially:
- 120335 Immunization requirement for admission
- 120395 Information about meningococcal disease, including recommendation for vaccination
- 120440 Disclosure of immunization information

CODE OF REGULATIONS, TITLE 5

- 430 Student records
- CODE OF REGULATIONS, TITLE 17**
- 6000-6075 School attendance immunization requirements
- UNITED STATES CODE, TITLE 20**
- 1232g Family Educational Rights and Privacy Act
- UNITED STATES CODE, TITLE 42**
- 11432 Immediate enrollment of homeless children
- CODE OF FEDERAL REGULATIONS, TITLE 34**
- 99.1-99.67 Family Educational Rights and Privacy

Management Resources:

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH SERVICES

California Commonly Asked Questions About the New School Immunization Handbook for Schools and Child Care Programs, July 2003

Guide to Immunizations Required for School Entry

Guide to the Requirements of the California School Immunization Law for Parents of Children in or Entering School or Child Care, March 1999

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009

WEB SITES

CDE: <http://www.cde.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health, Immunization Branch Services:

<http://www.cdphhs.ca.gov/programs/immunize>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

U.S. Department of Education: <http://www.ed.gov>

(6/98 11/00) 11/10

Policy COLD SPRING ELEMENTARY SCHOOL DISTRICT

adopted: June 8, 2009 Reviewed: (First Read/DRAFT) March 9, 2015

Santa Barbara, California

ACTION
April 20, 2015

BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Tricia T. Price, Superintendent/Principal
RE: **Review of Revised Administrative Regulation (AR) 5141.31,
Immunizations, Second Reading**

In your packet is the revised AR 5141.31, Immunizations. The policy has been updated by CSBA, and changes are reflected in red in the attached revised policy. Former policy language is lined-through in blue. Current policy language is in black. This is on the agenda for a second reading.

Cold Spring ESD

Administrative Regulation

Immunizations

AR 5141.31
Students

Required Immunizations

The Superintendent or designee shall provide parents/guardians, upon school registration, a written notice summarizing the state's immunization requirements.

The Superintendent/~~Principal~~ or designee shall not unconditionally admit any student to a district elementary or secondary school; preschool, or child care and development program nor advance a student to specified grade levels unless ~~the~~ that student has presented documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases:- (Health and Safety Code 120335; 17 CCR 6020)

1. Measles, mumps, and rubella (MMR)
2. Diphtheria, tetanus, and pertussis (whooping cough) (DTP, DTaP, or Tdap)
3. Poliomyelitis (polio)
4. Hepatitis B
5. Varicella (chickenpox)
6. Haemophilus influenza type b (Hib meningitis)
7. Any other disease designated by the CDPH

(cf. 5141.22 - Infectious Diseases)

(cf. 5148 - Child Care and Development)

~~At the beginning of the school year, the Superintendent/Principal or designee shall notify parents/guardians of the rights of students and parents/guardians relating to immunizations under (cf. 5148.3 - Preschool/Early Childhood Education Code 49403 - (Education Code 4892))~~

~~(cf. 5145.6 - Parental Notifications)~~

Immunizations for Grades K-6

Students entering the district in grades kindergarten through 6 shall have received the following immunizations: (Health and Safety Code 120335; 17 CCR 6020)

1. Measles, mumps and rubella (MMR) vaccine

a. Students entering at the kindergarten level shall have received two doses on or after the first birthday, except one dose may be a measles only vaccine.

b. Mumps vaccine shall not be required for students age seven or older.

2.

Diphtheria, tetanus and pertussis (whooping cough) vaccine (DTP or DTaP)

a. Five doses shall be required for students ages four through six. However, four doses shall meet the requirement if at least one dose was given on or after the fourth birthday.

b. Four doses shall be required for students age seven or older. However, three doses shall meet the requirement if at least one dose was given on or after the second birthday.

c. Pertussis not required for students age seven or older.

3. Poliomyelitis (polio) vaccine

Four doses shall be required at any age. However, three doses shall meet requirement for ages four though six if at least one dose was given on or after the fourth birthday, and three doses shall meet the requirement for ages seven to seventeen if at least one dose was given on or after the second birthday.

4. Hepatitis B vaccine

Three doses shall be required for entry into kindergarten.

Students admitted at the kindergarten level or below before August 1, 1997, shall be exempt from this requirement.

5. Varicella (chickenpox) vaccine

Any student admitted at the kindergarten level or above before July 1, 2001, shall be exempt from this requirement for school entry.

Students who skipped kindergarten shall meet requirements for hepatitis B and a second measles dose prior to entering first grade.

Students transferring into the district at a grade other than kindergarten shall be exempt from the

~~requirement for a second measles dose or hepatitis B immunization.~~

The student's immunization record shall be provided by the student's health care provider or from the student's previous school immunization record. The record must show the date that each dose was administered.

Exemptions

Exemption from immunization requirements shall be granted under either of the following circumstances~~is allowed when:~~ (Health and Safety Code 120365, 120370, ~~120375~~; 17 CCR 6051)

1. The student's parent/guardian provides a written statement by a licensed physician that, due to the physical condition or medical circumstances of the student, one or more immunizations are considered unsafe or are permanently not indicated. The physician's statement shall indicate the specific nature and probable duration of the medical condition or circumstances that contraindicate immunization. In such circumstances, the student shall be exempted from one or more vaccines to the extent indicated by the physician's statement.
2. The student's parent/guardian provides a letter or affidavit documenting which immunizations required by Health and Safety Code 120355 have been given and which immunizations have not been given on the basis that they are contrary to the parent/guardian's beliefs.

~~1. The student's parent/guardian states in writing that immunization is contrary to his/her beliefs.~~

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

When immunization(s) are contrary to the parent/guardian's personal beliefs but~~2. The student's parent/guardian provides a written statement by a licensed physician that the physical condition or medical circumstances of the student are such that immunization is unsafe or is permanently not indicated.~~

However if there is good cause to believe that the student has been exposed to one of the communicable diseases listed in Health and Safety Code 120325~~above~~, the student may be temporarily excluded from school until the local public health officer is satisfied that the student is no longer at risk of developing the disease. ~~(Health and Safety Code 120365)~~

On or after January 1, 2014, the parent/guardian shall also submit a form prescribed by the CDPH which includes a signed attestation by a health care practitioner that indicates he/she has provided the parent/guardian with information regarding the benefits and risks of the immunization and the health risks of the communicable diseases listed in Health and Safety Code 120335 to the person and the community. The parent/guardian shall sign a statement indicating

that he/she has received this information. Neither the health care practitioner nor the parent/guardian shall sign these statements more than six months prior to the date that the student is subject to the immunization requirement. In lieu of the original form, the district shall accept a photocopy of the signed form or a letter by a health care practitioner that includes all information and attestations included on the form.

Exclusions Due to Lack of Immunizations

Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or an exemption is granted in accordance with the section "Exemptions" above ~~until the student presents a letter or affidavit of exemption from his/her parent/guardian or physician.~~

(cf. 5112.2 - Exclusions from Attendance)
(cf. 6183 - Home and Hospital Instruction)

Before an already admitted student is excluded from school attendance because of lack of immunization, the Superintendent/~~Principal~~ or designee shall notify the parent/guardian that he/she has 10 school days ~~in which to supply evidence of proper immunization or an appropriate letter of exemption.~~ (Education Code 48216; 17 CCR 6040)

This notice shall refer the parent/guardian to the student's child's usual source of medical care. (Education Code 48216; 17 CCR 6040)

or, if the student has ~~if~~ no usual source of medical care, then ~~exists,~~ the parent/guardian shall be referred to the county health department or school immunization program, if any. (Education Code 48216)

(cf. 5141.6 - School Health Services)

The Superintendent/~~Principal~~ or designee shall exclude from further attendance any already admitted student who fails to obtain the required immunization within 10 school days following the parent/guardian's receipt of the ~~parent/guardian~~ notice specified above, unless the student is exempt from immunization for medical reasons or personal beliefs. The student shall remain excluded from school until he/she provides written evidence that he/she has received ~~a~~ another dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or principal. (17 CCR 6055)

Conditional Enrollment

The Superintendent/~~Principal~~ or designee may conditionally admit a student with documentation from an authorized health care provider ~~a physician~~ that: (Health and Safety Code 120340; 17 CCR 6000, 6035)

1. The student ~~he/she~~ has received some but not all required immunizations and is not due for any vaccine dose at the time of admission.

2. The student/he/she has a temporary exemption from immunization for medical reasons.

The Superintendent/~~Principal~~ or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses when they become due as specified in 17 CCR 6035.

The Superintendent/~~Principal~~ or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6070)

Records

The Superintendent/~~Principal~~ or designee shall record each new entrant's immunizations in the California School Immunization Record and retain it as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

(cf. 5125 - Student Records)

(11/00 11/10) 11/12 Regulation COLD SPRING ELEMENTARY SCHOOL DISTRICT
~~approved: June 8, 2009~~ Reviewed: (First Read/DRAFT) March 9, 2015
Santa Barbara, California

ACTION
April 20, 2015

BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Tricia Price Superintendent/Principal
RE: Review and Approval of Music Specialist's Professional Development Proposal

Included in your packet is a proposal from Sara DiSalvo, Music Specialist, to travel to New York during the Summer, 2015 to take advantage of professional development opportunities, specifically to improve conducting and directing skills. Total cost of the proposal is not to exceed \$2,901.00.

I recommend the Board approve the Music Specialist's professional development proposal, not to exceed \$2,901.00.


Tricia T. Price, Superintendent/Principal

Dear Cold Spring School Board,

03/30/15

I am so grateful to continue the legacy of maintaining a strong music department at Cold Spring School, one that prepares students to pursue music at our local junior highs in both an instrumental and a vocal music theater capacity. I would like to make sure that I am offering our students the best possible musical direction and for this reason, I feel it's necessary to pursue professional development this summer. This proposal includes costs for attending a summer Choral Conductor workshop at Ithaca College, NY as well as a Broadway Music Director Workshop in New York City. You will see the attached proposal with projected costs for airfare, lodging, workshop fees, food, and transportation. Because both programs are on the east coast in the state of New York, it made sense to try and attend both since I would be flying all that way.

I would like to attend the CME (Choral Music Experience) at Ithaca College because I feel the need to grow in my conducting skills to better serve our young singers both in the chorus and in regular music class. This program is a weeklong workshop for conductors and a student chorus will be attending for our practice needs. The CME is being offered in Ireland as well, but the New York program seemed more accessible. It is so important to teach healthy singing and for students to learn how to follow a director especially if they plan on pursuing music in their future. For this reason, I would like to attend all three levels of the Choral Music Experience. I have done much research and have heard that this workshop is the best preparation for conductors to learn helpful conducting techniques, score study, and vocal techniques for young singers. Diana Landis, who conducts for the LA Children's Chorus, referred me to CME.

My motivation for attending the Broadway Teachers Music Director Workshop is to be better prepared for our 6th grade musical each year. Singing Broadway is very different than singing classical, pop, folk, and jazz styles of music. I feel the need to become better acquainted with current Broadway plays and their corresponding music/choreography to better serve our 6th grade students in the future. I have a friend whom I can stay with in Manhattan, which will help cut down on costs.

Thank you for considering this proposal.

With gratitude,

Sara DiSalvo

12.02

ITEMIZED PROPOSAL
SARA DISALVO, MUSIC TEACHER

Description	\$ Approx Cost (Not to exceed)
Workshop Registration Cost / Fee	\$680.00
Total Campus Housing Cost	\$290.00
Air Fare (Round Trip)	\$1,046.00
Food (most districts allot \$60/day)	\$360.00
Ground Transportation (to / from airport; taxi; airbus, etc)	\$275.00
Parking (airport parking)	N/A
BTG Music Director Workshop July 12 (optional)	\$250.00

TOTAL COST (NOT TO EXCEED): \$2,901.00



Services: LAX Shuttle | [Charters](#) | [Day Trips](#) | [Cruise Connections](#) | [Limo Buses](#)

Services > Shuttle to LAX, LAX to Santa Barbara - LAX Shuttle Schedule

[Print Schedule](#)

Times and prices effective as of January 1, 2015.

Schedule - To Los Angeles International Airport - LAX

Connections to LAX

To view stop location, simply click the name of the stop. To see all stops, click [here](#).

You MUST arrive the Goleta stop at least 15 minutes prior to departure. For Santa Barbara & Carpinteria Stops please arrive 10 minutes before departure.

Trip Number	Depart Goleta	Depart Santa Barbara	Depart Carpinteria	ARRIVE LAX
1	03:30am	03:50am	04:10am	06:00am
3	05:30am	05:50am	06:10am	08:15am
5	07:00am	07:20am	07:40am	09:45am
7	08:30am	08:50am	09:10am	11:15am
9	10:00am	10:20am	10:40am	12:45pm
11	12:00pm	12:20pm	12:40pm	02:45pm
13	03:00pm	03:20pm	03:40pm	05:45pm
15	06:00pm	06:20pm	06:40pm	08:45pm

Schedule - From Los Angeles International Airport - LAX

Connections from LAX

Trip Number	BEGIN PICK UP AT LAX	Arrive Carpinteria	Arrive Santa Barbara	Arrive Goleta
2	09:00am	11:00am	11:15am	11:30am
4	11:00am	01:00pm	01:15pm	01:30pm
6	12:30pm	02:30pm	02:45pm	03:00pm
8	02:00pm	04:00pm	04:15pm	04:30pm
10	03:30pm	05:45pm	06:00pm	06:15pm
12	05:30pm	07:45pm	08:00pm	08:15pm
14*	07:30pm	09:45pm	10:00pm	10:15pm
16*	10:00pm	12:15am	12:30am	12:45am

*Trip #14 (7:30pm) and Trip #16 (10:00pm) will take a minimum of 30 minutes to clear the airport.

To view our pickup/dropoff locations, please click [here](#).

12-D4

Fares

Prepaid Rates available if payment is made 24 hours in advance.

Children 2 and under ride free!

To get the discount on multiple passenger fares, all passengers must be travelling together on the same bus at the same time. This applies to both legs of a round-trip ticket.

You will be charged the difference in fare if your travel does not match the fare booked.

For example:

If you book for 3 people travelling round-trip, but only 2 people travel on the outbound, your fare would be adjusted to a one way trip for two people, and then a one way trip for 3 people returning.

If you have any questions, please call our office at (805) 964-7759 or toll-free at (800) 423-1618.

Number of Passengers	*Discounted Prepaid		Regular	
	1 Way	Round Trip	1 Way	Round Trip
1	\$46	\$88	\$50	\$95
2	\$40 pp	\$80 pp	\$45 pp	\$85 pp
3 or more	\$32 pp	\$64 pp	\$35 pp	\$70 pp

[Parking](#) | [Baggage](#) | [Our Fleet](#) | [ADA](#)

750 Technology Drive, Goleta, CA 93117-3801 · (805) 964-7759 or (800) 423-1618

[Espanol](#) · [Resources](#) · [Site Map](#) · [Policies](#) · [Travel Agent Login](#)

[Ventura Bus Shuttle and Charter Services](#) | [San Luis Obispo Bus Charters and Shuttle](#)

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UNITED Santa Barbara **SBA 7:25am** → Los Angeles LAX 8:25am
United 5324 Operated by /SKYWEST DBA UNITED EXPRESS
Economy/Coach (H)

UNITED Newark EWR 10:05am → United 1071
LAX 10:05am
United 1071
Economy/Coach (H)

UNITED Newark EWR 8:36pm → United 4815 Operated by /COMMUTAIR DBA UNITED EXPRESS
Economy/Coach (H)

US AIRWAYS Ithaca ITA 6:52pm → US Airways 4917 Operated by /US AIRWAYS EXPRESS-PIEDMONT AIRLINES
Economy/Coach (V)

US AIRWAYS Philadelphia PHL 8:55pm → US Airways 3929 Operated by /US AIRWAYS EXPRESS-AIR WISCONSIN
Economy/Coach (V)

UNITED Newark EWR 11:55am → Los Angeles LAX 2:50pm
United 1264
Economy/Coach (W)

UNITED Los Angeles LAX 4:05pm → Santa Barbara SBA 4:50pm
United 5555 Operated by /SKYWEST DBA UNITED EXPRESS
Economy/Coach (W)

Taxes & Fees \$125.63
Travelocity Booking Fee \$7.99

Total: \$1,046.00

All prices quoted in US dollars.



Important Flight Information

We want you to know the airline you're traveling with has the following restrictions regarding your flight.

- Tickets are **nonrefundable** and **nontransferable**. A fee of \$200.00 per ticket is charged for itinerary changes. Name changes are not allowed.
- The airline may charge additional fees for checked baggage or other optional services.

Layover: 0h 51m

1 stop

Total travel time: 3h 9m

Philadelphia PHL 8:04pm

US AIRWAYS

EWR 10:01pm

US Airways EXPRESS-PIEDMONT AIRLINES

Layover: 0h 51m

1 stop

Total travel time: 7h 55m

Los Angeles LAX 2:50pm

UNITED

Newark EWR 11:55am

United 1264

Economy/Coach (W)

Layover: 1h 15m

1 stop

Total travel time: 7h 55m

0h 45m

1 stop

Total travel time: 7h 55m

0h 45m

1 stop

Total travel time: 7h 55m

0h 45m

Fare Details	
1 Adult (18-64)	\$613.80
Additional Taxes/Fees	\$45.20
Total	\$659.00



Miles make vacations happen

30,000 bonus miles
+ \$50 statement credit



2015 Graduate Music Workshops

Graduate Music Workshop Registration Form

Please print this form, fill out all information, and mail it with your payment to the address given below.

Name: **DiSalvo, Sara June**

ID Number:

Last, First, Middle/Maiden

Required for Ithaca College Students

Birth date:

03-27-1981

Gender:

female

male

Address:

1231 East Valley Road, Santa Barbara, CA 93108

Street, City, State, Zip

Phone:

805-452-8451

E-mail: **sdisalvo@coldspringschool.net**

Have you registered at Ithaca College before?

Yes No

Are you a current matriculated Ithaca College student?

Yes No

College(s) attended (institution and highest degree):

**Wheaton College BA-Music
Azusa Pacific MA – Teaching single
subject music**

Are you a citizen of the United States?

Yes No

If no, country of citizenship:

Type of visa (if applicable):

Visa Expiration Date:

WORKSHOP ENROLLMENT

**2 Graduate Credits
\$1,360**

**Noncredit
\$680**

Wind Conducting Symposium

Choral Music Experience

Successful Leadership in Contemporary Music Education

PAYMENT

Matriculated Ithaca College students will be charged through their bursar accounts for the amount indicated above—send no payment with your completed *Graduate Music Workshop Registration Form*. All others, please mail completed *Graduate Music Workshop Registration Form* with check made by payable to Ithaca College, to the following address:

Ithaca College, School of Music
c/o Les Black
Whalen Center, Room 3322
953 Danby Road
Ithaca, NY 14850

Workshop registration dates: February 15 - June 12, 2015

ITHACA

Added quantity 1 of Housing Fee for \$290.00 each

Quantity	Item	Options	Price	Total	Delete
1	Housing Fee		\$290.00	\$290.00	<input type="button" value="Delete"/>

[Click Here To Continue Shopping](#)

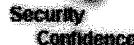
[Update Cart](#)

Sub Total \$290.00

Tax \$0.00

Total \$290.00

- Or Use -



Security
Confidence

[Click Here To Continue Shopping](#)



Campus Center and Event Services

School of Music Summer Graduate Student Housing and Meals

Please complete the form below to register and pay securely online.

Student Information

Full Name: *

Permanent Address: *

Email: *

Phone: *

Gender:

Housing

Name of Program: Summer Graduate Music Workshop
 Summer Graduate Music Session

Housing requests must be received by Monday June 15, 2015. On-campus housing is available from Sunday, June 28 - Friday, August 7, 2015.

Standard residence hall rooms are not air conditioned and have shared bathrooms. Rooms in Emerson Hall are climate-controlled and have a private bathroom. Rooms are priced on a per week basis.

Please choose from the following: \$240.00 Standard Residence Hall (double)
 \$290.00 Emerson Hall

Housing Start Date: 

Housing End Date: 

If requesting a double room, please indicate roommate's name.

Meals/ID Express

Housing and Meals Application

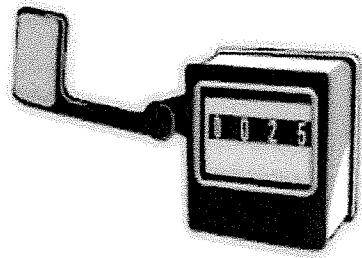
Download and print a copy of the form. Please send completed forms along with a check made payable to Ithaca College to:

Office of Campus Center and Event Services
Ithaca College
953 Danby Rd.
Ithaca, NY 14850

World Taximeter

INTERNATIONAL TAXI FARE CALCULATOR

Taxi fare calculator in New York



Estimate taxi fares from/to the airport, hotels, bars, monuments or anywhere in New York. [Looking for another city?](#)

From <input type="text" value="jfk"/>
To <input type="text" value="manhattan"/>
When <input type="text" value="04"/> <input type="text" value="25"/>
<input type="checkbox"/> I plan to arrange it by phone
<input type="button" value="Calculate my Fare!"/>

How much does a taxi cost from jfk to manhattan in New York, NY, USA

Estimated fare for this trip is \$ 60.20.

Starting time: 04:25

Distance: 29.10 km.

Duration: 34 min.

Taxi fare breakdown

Jump in the taxi	\$ 2.50
29.10 km. x \$ 1.55 per km	\$ 45.21
Waiting in traffic (~9 min.)	\$ 4.63
Customary tip (15%)	\$ 7.85
New york state tax surcharge	\$ 0.50
Total	\$ 60.20

Show fare in other currency: € £ ₤

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Remember that these are only **estimated** fares. Actual fares vary depending on traffic, weather and other unforeseen conditions. Tolls are not shown. The information provided on this site is intended for guidance purposes only.



Broadway Teachers Workshop

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 - [About the 2012 Workshop](#)
 - **One Day Tech Workshop**
 - **One Day Music Director Workshop**
 - **Watch Video from the Workshops**



Music Director Workshop

Sunday, July 12, 2015

We are pleased to announce a new event to enhance your Broadway Teachers Workshop experience this summer:

The One Day Music Director Workshop

Register as an "add on" to any BTW Session or independently as a one day event!

This event, especially geared toward musical directors, will include:

- Music Directing & Conducting Lessons from Broadway

Broadway Music Director/Conductor Matt Perri (*Cinderella*, *How To Succeed*) will model various methods of connecting music and narrative for students with guest Broadway vocalists - as well as exploring conducting techniques and bridging the gap between the orchestra pit and the stage. Improve your level of clarity as a conductor while finding ways to be expressive and compelling at the same time. Students will get the opportunity to conduct a pianist and singer through short excerpts from the musical theater repertoire that present challenges to the theater conductor.

- Developing Great Singers - Vocal Techniques for Students

Voice Instructor Amanda Flynn (*Wicked*) will take us through a wide range of warm ups, exercises and techniques to cultivate the best in your students, help them expand their range and tone, and protect their voices for the long run. She will illustrate teaching techniques with guest student vocalists. This workshop will focus on topics including laryngeal development of children, flow phonation, resonance, healthy belting, repertoire selection, structuring warm ups, working with inaccurate singers, voice disorders, and vocal health.

- Making Your Chorus Shine - an interactive demonstration session!

Join a choral work session with ASCAP and NEA award winning composer Tommy Newman (*Band Geeks!*), who will take apart classic choral songs and lead the group through various methods and techniques for getting the most out of your ensemble vocals.

*All workshops will illustrate key teaching techniques you can take back to your students, classes and productions.

Note: Workshops and Teaching Artists are subject to change

Tuition: \$230 in conjunction with Session A, B or C. (*\$250 for the Music Director Workshop only.)

[Click Here To Register](#)

Fares & MetroCard

The fare for a subway or local bus ride is \$2.75*. The fare for an express bus ride is \$6.50. If you qualify for reduced fare, you can travel for half fare. Up to three children 44 inches tall and under ride for free on subways and local buses when accompanied by a fare paying adult. Infants (under two years of age) ride express buses free if the child sits on the lap of the accompanying adult.

With MetroCard your rides can cost less. You can buy MetroCard three ways:

Pay-Per-Ride (Regular) MetroCard

Unlimited Ride MetroCard

Now your 7-Day and 30-Day MetroCard can be refilled

Get the MetroCard that refills itself automatically — EasyPayXpress MetroCard

* The cost of a SingleRide ticket is \$3.00. Sold at vending machines only.

↳ [Unlimited Ride vs Pay-Per-Ride MetroCard, a comparison](#)

↳ [Conditions of Use for Unlimited Ride MetroCard](#)

↳ [Conditions of Use for Pay-Per-Ride \(Regular\) MetroCard](#)

Pay-Per-Ride MetroCard

Buy as many rides as you want:

At a station booth: from \$5.50 to \$80*

At a MetroCard Vending Machine: from \$5.50 to \$80*

Put \$5.50 or more on your card and receive a 11 percent bonus. For example, a \$20 purchase gives you \$22.20 on your card. Refill your card to use the balance.

You get an automatic free transfer between subway and bus, or between buses.

Your MetroCard can hold any combination of unlimited rides and dollar value!

• *Using a Pay-Per-Ride MetroCard? Now you can add Unlimited Rides to it.*

• *Using an Unlimited Ride MetroCard? Now you can also add a dollar value to it.*

• *Just bought an Unlimited Ride MetroCard and want to add more time to it? Just make sure you activate your Unlimited Ride MetroCard by using it at least once; then you can refill it.*

• *Whether you choose to add time or value, just bring your MetroCard to any MetroCard Vending Machine or station booth to make your transaction.*

• *The MTA charges a \$1.00 "new card fee" for the purchase of a new MetroCard. By refilling and reusing your current MetroCard, you will avoid this additional fee.*

• [Click here for more information.](#)

* The cost of a SingleRide ticket is \$3.00. Sold at vending machines only.

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Unlimited Ride MetroCard

Buy an unlimited number of subway and bus rides for a fixed price. Choose from a 7-Day, 30-Day, 7-Day Express Bus Plus. MetroCard accepted on JFK AirTrain only, or a JFK-AirTrain 10-Trip MetroCard.

Note: PATH, AirTrain, and Express buses do not accept 7- and 30-Day Unlimited Ride MetroCard.

Your MetroCard can hold any combination of unlimited rides and dollar value!!

- *Using a Pay-Per-Ride MetroCard? Now you can add Unlimited Rides to it.*
- *Using an Unlimited Ride MetroCard? Now you can also add a dollar value to it.*
- *Just bought an Unlimited Ride MetroCard and want to add more time to it? Just make sure you activate your Unlimited Ride MetroCard by using it at least once; then you can refill it.*
- *Whether you choose to add time or value, just bring your MetroCard to any MetroCard Vending Machine or station booth to make your transaction.*
- *A \$1.00 "new card fee" for the purchase of a new MetroCard went into effect with the March 3, 2013 fare changes. By refilling and reusing your current MetroCard, you will avoid this additional fee.*
- *[Click here for more information.](#)*

7-Day Unlimited Pass

Cost: \$31, reduced fare \$15.50

Good for unlimited subway and local bus rides until midnight, 7 days from day of first use.

Note: PATH, AirTrain, and Express buses do not accept 7- and 30-Day Unlimited Ride MetroCard.

[Where to Buy](#) | [Back to top](#)

30-Day Unlimited Ride MetroCard

Cost: \$116.50, reduced fare \$58.25

Good for unlimited subway and local bus rides until midnight, 30 days from day of first use. This card is protected against loss or theft when purchased at a vending machine with a credit or debit/ATM card.

Note: PATH, AirTrain, and Express buses do not accept 7- and 30-Day Unlimited Ride MetroCard.

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7-Day Express Bus Plus MetroCard

Cost: \$57.25, no reduced fare

Good for unlimited express bus, local bus, and subway rides until midnight, 7 days from first use. This card is protected against loss or theft when purchased at a vending machine with a credit or debit/ATM card.

Note: PATH, AirTrain, and Express buses do not accept 7- and 30-Day Unlimited Ride MetroCard.

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JFK-AirTrain 30-Day Unlimited Ride MetroCard

Cost: \$40

Good for unlimited JFK-AirTrain trips until midnight, 30 days from first use.

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JFK-AirTrain 10-Trip MetroCard

Cost: \$25

Good for 10 JFK Air-Train trips until midnight six months after first use. 1 trip is deducted for each use. Only accepted for AirTrain trips. On sale at AirTrain vending machines, JFK airport, and local merchants.

[Where to Buy](#) | [Back to top](#)

 [Where to buy MetroCard](#)



Purchase Requisition

Requisitioned by: Sara DiSalvo Dept: MUSIC Date: 03/16/15

Use/Purpose: Choral Conducting, Score Preparation

Check one: Purchase order Check VISA / District Account

Vendor Name: Ithaca College Website: cme (Choral Music Experience)

Address: _____ City: _____ State: _____ Zip: _____

Quantity	Item #	Description	Unit Price	Total
1		choral conducting summer workshop	\$680	0
				0
				0
				0
				0
				0
				0
1	ATTN OFFICE:	PLEASE SEE ATTACHED SHOPPING CART LIST; SUBTOTAL IS:		0

Subtotal	680.00
Tax	
Shipping	
Balance Due	0

Note: In lieu of completing this section, please attach Quote or Shopping Cart List

Submit completed requisition form to office for processing.

(For office use only):

Approved by Rain

Date 3-17-15

Ordered by _____

Date _____ PO# _____

2015 Graduate Music Workshops

Graduate Music Workshop Registration Form

Please print this form, fill out all information, and mail it with your payment to the address given below.

Name: **DISALVO, SARA J**

Last, First, Middle/Maiden

ID Number:

N/A

Required for Ithaca College Students

Birth date:

03-27-1981

Gender:

female

male

Address:

**1231 E. Valley Rd.
SB, CA 93108**

Street, City, State, Zip

Phone:

805-452-8451

E-mail:

sdisalvo@oldspringschool.net

Have you registered at Ithaca College before?

Yes No

Are you a current matriculated Ithaca College student?

Yes No

College(s) attended (institution and highest degree):

**Azusa Pacific - MA Teaching
Single-subject**

Are you a citizen of the United States?

Yes No

If no, country of citizenship:

Type of visa (if applicable):

Visa Expiration Date:

WORKSHOP ENROLLMENT

**2 Graduate Credits
\$1,360**

**Noncredit
\$680**

Wind Conducting Symposium

Choral Music Experience

Successful Leadership in Contemporary Music Education

PAYMENT

Matriculated Ithaca College students will be charged through their bursar accounts for the amount indicated above—send no payment with your completed *Graduate Music Workshop Registration Form*. All others, please mail completed *Graduate Music Workshop Registration Form* with check made by payable to Ithaca College, to the following address:

Ithaca College, School of Music
c/o Les Black
Whalen Center, Room 3322
953 Danby Road
Ithaca, NY 14850

Workshop registration dates: February 15 - June 12, 2015

Home (<http://flyithaca.com/>) Flight Info (<http://flyithaca.com/content/category/flight-info.html>)
Traveler Info (<http://flyithaca.com/content/category/traveler-info.html>)
The Airport (<http://flyithaca.com/content/category/the-airport.html>)
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About Us (<http://flyithaca.com/content/category/about-us.html>)



(<http://www.alpinesystemsinc.com/remote/ithaca.html>)



(</content/view/directions.html>)

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- Hotels (#)
 - Cars (#)
- Flight: Round-Trip One-way

Origin: ITH

Depart Date:

Depart Time: [Any Time](#)

Destination:

Return Date:

Return Time: [Any Time](#)

Passengers:

Adults (18+) [1](#)

Children (0-17) [0](#)

Seniors (65+) [0](#)

Search [\(#\)](#)

Advanced [\[+\]](#)
Search

([https://ith.swifttrip.com/do/flight/RoundTripSearch?
aq=197](https://ith.swifttrip.com/do/flight/RoundTripSearch?aq=197))

Collegetown Cab: 607-588-8888 (www.collegetowncab.com (<http://www.collegetowncab.com>))

Washington DC (DCA)	\$272	Rides within 1 mile of the airport -\$12 base fare.
New York	\$272	Rides beyond 1 mile of the airport - \$15 minimum base fare.
Boston	\$272	Extra Charges: -\$1.50 per check-in bag or carry-on bag. Backpacks, purses, laptop bags, etc. free.
Baltimore	\$272	-\$1.50 per additional passenger of same party.
Pittsburgh	\$282	-\$0.50 per person evening surcharge between 8:00pm - 5:00am.
Orlando	\$288	Shared-ride Discounts: -Luggage and evening surcharges are free when subject to a shared-ride.
Chicago	\$314	
Fort Lauderdale	\$341	Sample Rates (single passenger)
Atlanta	\$346	- Cornell.....\$15.00
Newark	\$368	- Ithaca College....\$17.00
Washington DC (IAD)	\$398	- Downtown.....\$15.00
Los Angeles	\$418	
Detroit	\$419	Bus
San Francisco	\$1245	

Frequent searches show competitive airfares from Ithaca to popular destinations. [Click here for more fares \(lowfares\)](#)

TCAT: **(607) 277-7433**

Rental Cars

AVIS Reservations: **1-800-831-2847** - www.avis.com (<http://www.avis.com>)

Hertz Reservations: **1-800-654-3131** - www.hertz.com
(<http://www.hertz.com>)

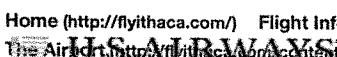
Local Office: (607) 257-8677

<http://www.hertz.com>)

Airlines Serving ITH



<http://www.delta.com/>



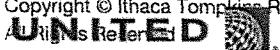
Home (<http://flyithaca.com/>) Flight Info (<http://flyithaca.com/content/category/flight-info.html>) Traveler Info (<http://flyithaca.com/content/category/traveler-info.html>)

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12.12.22

CONFERENCE
April 20, 2015

BOARD AGENDA ITEM

TO: Board of Trustees
(AP)
FROM: Tricia T. Price, Superintendent/Principal
RE: **Review of Draft Local Control and Accountability Plan (LCAP)**

The LCAP is a critical part of the Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

What are the eight state priority areas that must be addressed in the plans?

There are eight areas for which school districts, with parent and community input, must establish goals and actions. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities. In the Cold Spring School District, several local priorities were included in the plan last year:

- High quality, on-going professional development for teachers
- Maintenance of small class size
- Maintenance of the Specialist Program
- Increased opportunities for parent involvement

The final plans must be approved by July 1.

The initial plan will cover three years, but must be updated annually by the district by July 1 of each following year. This year we are in the process of updating last year's goals, and developing goals for next year. A critical component of LCAP development is that all constituents be involved: teachers, students, parents, site committees, community members . Students and parents filled out an LCAP survey to help guide LCAP development, and there will be a Public Hearing held before the final adoption of the LCAP.

Draft LCAP Goals for 2015-16

- 1) Results of the Fountas and Pinnel BAS will demonstrate that 80% of students schoolwide are reading independently at grade level.
- 2) *Report cards will show that 75% of fourth through sixth graders are being evaluated as proficient or advanced in math on their end-of-the-year report card. In addition, 65% of students taking the CAASPP will be at standard as presented in the student report.
- 3) In the building of the budget, financial appropriations will be made to adequately support hiring staff to keep class size at 15:1.
- 4) *Replace the portables at the entrance to the school with permanent structures, and move the administrative offices to the new building. The Office is currently in the middle of the campus, providing ineffective supervision of visitors on campus.

In 2015-16, Plans will be in place and architects/contractors hired to begin building the permanent structure. It may be necessary to start a capital campaign to cover any shortfall in funding.

- 5) As measured by the CELDT and the Fountas and Pinnel Basic Skills Assessment, students identified as English Learners will make progress toward redesignation as fluent English speakers. All English Learners in fourth grade this year (2015-16) will be reclassified by the reclassification committee.
- 6) All teachers will utilize effective instructional strategies and materials that move all students toward mastery of the Common Core Standards in math, science and ELA, as measured by frequent formative/interim assessments, summative assessments; report card, Principal observation and evaluation, the CAASPP, and coaching opportunities.
- 7) The Cold Spring budget, with the help of Foundation financial support, will continue to support specialists in technology, PE, art, library, and music.
- 8) Parents and community are provided additional opportunities for involvement and input into the decision-making process

* *new goals for 2015-16*

CONFERENCE
Discussion and/or Action
March 9, 2015
April 20, 2015

BOARD AGENDA ITEM

TO: Board of Trustees

FROM: Tricia Price, Superintendent/Principal

RE: Proposal for Upper Grade Math Instruction for 2015-16

At the March Board meeting, I provided Board members with summary notes from a staff meeting discussion of what has been successful and what has been challenging about leveling in grades four, five and six for math instruction (these notes are included in your packet).

Since that meeting, teachers have continued that discussion in order to provide direction for the 2015-16 school year. Although there is not unanimous agreement, most members of the upper teaching team would like to have an opportunity to experience a full year of non-leveled math instruction in the upper grades in order to be able to make a comparison to leveling students for instructional purposes. The proposal is to eliminate leveling for math instruction next year in the fourth grade, and have two fourth grade classes in order to keep the student/teacher ratio at a level more conducive to differentiating in the classroom. Currently we are projecting that we will have 23 fourth graders, giving us a class of 12 and a class of 11. Regrouping for math instruction will continue in grades five and six next year. In Spring 2016, we will analyze the strengths and the challenges of this model in order to inform instructional decisions for the following year. If analysis and feedback show that the non-leveling of the fourth graders for math instruction was successful, there would be consideration of continuing that model into the fifth grade the following year.

We also discussed the option of having a Math Specialist to help differentiate for our students who need a challenge and our students who need additional support. We will continue to study this option and its financial implications.

This item is on the agenda for Board review and discussion.

Leveled Math Groups Upper Grade Discussion

What is working

- Can differ in depth (i.e. can re-teach one group and add depth to the other)
Students are making good progress as reflected by assessments.
- Can move at different paces, adding acceleration when appropriate
- Still a range in ability, but it is reduced by half
- The current system, addresses the need to accelerate for students who need little review and crave challenge and advanced concepts.
- Teachers have been trained with differentiation strategies that make working with a range in ability doable.
- Teachers are able to assure students that they are best served by instructional groupings that meet their learning needs.
- Teachers are working to instill the knowledge that all students have gifts and challenges in different areas
- Fortunately we have the resources to employ aides and math specialists to support ability groupings.
- Instructional aides and parent volunteers make it easier to meet the needs posed by the range in ability in each classroom
- When there is a need to extend math instruction, library time, recess and silent reading time can be used to provide extra support
- Next year we might place students in math groupings right away, based on input from previous teachers, test scores (SBAC and CogAT) and a math assessment. That way, if changes were needed, a move would be doable, before the groups moved in different directions. If it is

necessary to move a student to the accelerated group later on, we could use instructional aides and parent support to help them catch up.

What is challenging

- Still need to level within the groups.
- We would love to have the opportunity to learn more differentiation strategies through professional development, possibly collaborating with SBUSD.
- Students' negative perceptions of their abilities (stigma).
- Huge middle group of students that are hard to divide into only two levels
- Parents and students advocate to be in the advanced group. This can create imbalanced class sizes
- Can't extend math period
- Students could be challenged by the same tasks.
- Reinforcing the belief that some students aren't as good as others at math.
- It is hard to move students into a different level if the classes are moving at different paces.
- Teachers have more contact with the students in their homeroom

How do we know? We didn't have an opportunity to experiment teaching our homeroom classes the Common Core Standards for very long, so it is hard to compare.

The population of our school is changing. More and more grade levels are becoming one class due to small numbers. We need to learn to differentiate within one class because we might not have a choice. If the message is that the most effective model for instruction in math is to level according to

ability, then that may lead to the need to hire a math specialist(s) to support one-classroom grade levels.

The third grade split the class for math instruction to get smaller instructional groups, but did not level according to ability, and it was successful.