



# Cold Spring Elementary School

2243 Sycamore Canyon Road • Santa Barbara, CA 93108 • 805.969.2678 • Grades K-6

Dr. Amy Alzina, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### Cold Spring Elementary School District

2243 Sycamore Canyon Road  
Santa Barbara  
(805) 969-2678

<http://www.coldspringschool.net/>

#### District Governing Board

Jennifer Miller

Leslie Kneafsey

Gregg Peterson

Kimberly Ferrarin

Kathy Davidson

#### District Administration

Dr. Amy Alzina  
Superintendent

Dr. Maria Santa Cruz  
Business Manager

Adrianna Rey-Dovgin  
Account Technician

Coral Godlis

Executive Assistant to the  
Superintendent / Human  
Resources

### Principal's Message

Cold Spring is a TK-6 public elementary school embarking on its 127th year of providing high quality education to young people. Our enrollment this year is approximately 178 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 TK-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 strong base in fundamental skills and concepts while promoting critical 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 specialist's 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 three through six and began implementing a Lease to Own program for grade three students in the fall 2017. The kindergarten through second grade classrooms are supported with iPads. We will continue to refine curriculum, instruction, and technology in the 2017-18 school year as we fully implement the California Common Core Standards, the Next Generation Science Standards, and build our Science, Technology, Engineering, Arts, and Math (STEAM) program.

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. Cold Spring School was again recognized as a California Distinguished School in 2012, and in 2016 was honored as a Gold Ribbon School.

### 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.

### History of Cold Spring School

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 Oct. 18, 1889, and the second section was deeded Dec. 4, 1889. This property was deeded to the Union Realty Company on Jan. 26, 1927, at the time of the building of the present school.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	32
Grade 1	27
Grade 2	19
Grade 3	22
Grade 4	26
Grade 5	20
Grade 6	23
<b>Total Enrollment</b>	<b>169</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	4.7
Filipino	0
Hispanic or Latino	8.3
Native Hawaiian or Pacific Islander	0
White	82.8
Two or More Races	2.4
Socioeconomically Disadvantaged	3.6
English Learners	2.4
Students with Disabilities	1.2
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Cold Spring Elementary School	15-16	16-17	17-18
With Full Credential	16	15	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Cold Spring Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cold Spring Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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 Word Work program (K-6). Supplemental materials to address Common Core Standards are also being purchased as needs are assessed (Bridges and CPM for math; Lucy Calkins Reading and Writing Units of Study for ELA).

This school year Cold Spring School is taking a more structured look into two NGSS-aligned science curriculums, STEMscopes and Amplify Science, as the district anticipates making an informed decision about adoption when the CA Department of Education provides their approved list of materials in the Fall of 2018. The first curriculum CSSD will be piloting is STEMscopes, which teachers will employ from August through December. STEMscopes is a program developed by researchers at Rice University, in conjunction with expert teachers; it is widely used across the country by over 3.5 million students. The key components of STEMscopes that led us to select this program are its focus on using inquiry to guide instruction, the content connections to real-world phenomena, and the strength of its performance-based assessments. In addition, it is a program that was built from the Next Generation Science Standards. Therefore, it is truly aligned - not adapted - to the new expectations for science instruction. STEMscopes is primarily a digital-platform, with optional teacher hardcopy books of reading, investigations, and assessments. Students have access to login to their student accounts in order to complete readings, answer questions, and complete assessments, as assigned by classroom teachers. However, the majority of STEMscopes investigations and lessons are through hands-on activities and challenges. The second curriculum CSSD will be piloting during the 2017-2018 school year is Amplify Science. Amplify Science is another digitally-based, NGSS-aligned curriculum developed by researchers at the Lawrence Hall of Science, UC Berkeley. Like STEMscopes, Amplify Science has been field tested by teachers to ensure it is pedagogically sound, while providing engaging content. Key components of Amplify that have led us to further investigate this program are its construction around the NGSS, its multi-modal approach to learning (involving investigation, communication, and writing), and its strong ties to literacy. Amplify Science provides well-integrated opportunities for cross-over between science and ELA, and supports the philosophy that science teaching is not intended to be delivered in isolation of other subjects - but through them. This builds students' conceptual frameworks and yields lasting knowledge versus memorized content.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted in 2009-10  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Harcourt and Pearson Adopted in 2009-10  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman Adopted in 2007-08  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton-Mifflin Adopted in 2006-07  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 an additional class room. The Governing Board approved a revised campus Master Plan in Spring 2006.

The District's Maintenance/Operations Supervisor 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. 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 slurried and re-stripped. 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. In Fall, 2015, the art room portable was inspected for structural soundness and air quality. The District plans to move forward with recommended repairs or to move the art room into a permanent structure.

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 Governing Board determined that \$50,000.00 per year was needed to adequately fund these needs.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some gopher issues. Ongoing issue, resolved as needed.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	88	85	88	85	48	48
Math	76	82	76	82	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	95	88	95	88	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	4.5	22.7	72.7

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	24	24	100.0	87.5
Female	17	17	100.0	82.4
White	18	18	100.0	88.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	92	98.92	84.78
Male	41	41	100	80.49
Female	52	51	98.08	88.24
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	79	78	98.73	84.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	92	98.92	81.52
Male	41	41	100	92.68
Female	52	51	98.08	72.55
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	79	78	98.73	80.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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 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) — comprised of parents and staff — meets monthly to monitor and recommend improvement for the school's academic program. The SSC also serves as the District's Local Control and Accountability (LCAP) Advisory Board. 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 \$155,000 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 at [pcpresident@coldspringschool.net](mailto:pcpresident@coldspringschool.net).

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

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, earthquake drills and lockdown 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 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0



Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	16	16	14	1	1	2						
1	19	19	19	1	1	1						
2	12	12	21	2	2				1			
3	23	23	12			2	1	1				
4	13	13	21	2	2				1			
5	12	12	13	2	2	2						
6	16	16	11	2	2	2						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Cold Spring School District is committed to continuing the work conducted by its teachers in the preparation of curriculum, design of instructional lessons, and development of engaging delivery of cognitively rich and challenging content that is accessible by all students including English Learners, children living in poverty, advanced learners and students with disabilities. The students at Cold Spring School continue to perform in the top tier on the CAASPP in both English Language Arts and Mathematics. The high summative test scores can be attributed to teachers using their formative assessment data to monitor and adjust their instruction daily. The Superintendent/Principal progress monitors with teachers, students and parents to ensure all students make substantial progress toward meeting their quarterly benchmark goals and strive to improve. Students are aware of their learning trajectory as teachers give all students a copy of their Renaissance Learning STAR Reading and STAR Math baseline and benchmark growth report. The entire school community is committed to having a systematic approach to teaching and learning, which continues to result in high student learning outcomes.

A 2017-2018 Professional Learning plan was created to provide support to teachers around the following school wide priority goals:

- Improving School Culture and Climate
- Improving our Practices
- Implementing the Common Core State Standards and Next Generation State Standards

The Professional Learning Plan is designed to address Mathematics, Science, Technology, English Language Arts, Social/Emotional Development and Assessments to support Transitional Kindergarten through Sixth grade students. The plan is committed to creating coherence and comprehensiveness throughout all classrooms district-wide by grade level through high functioning professional learning communities. These vital factors will contribute to a greater impact on increasing student achievement and sustainable substantial change among those who serve them.

The comprehensive professional development plan is developed with input recorded in the February 2017 Stakeholder Input Report, as well as the Needs Assessment survey the Superintendent/Principal sent to teachers and staff in July 2017. The comprehensive professional development plan is aligned to the Cold Spring School District LCAP and is created with the pedagogy to encourage and support teachers in giving them the tools and strategies to inspire their students to think differently by inspiring creativity.



The great teachers and staff within the Cold Spring School District are committed to learning, teaching, leading and learning again. They recognize these attributes are necessary in creating a culture of community that fosters individuality, creativity and possibility. Teachers and administration engage in weekly afterschool content specific learning communities around the focus goals for student learning for the TK-2, 3-6 grade level strands. These weekly meetings begin at 2:45pm and occur every Wednesday.

#### Science:

The 2017-2018 school year is an important moment in supporting classroom teachers as they transition to full implementation of the Next Generation Science Standards. This year is the field test year of the CAST, before scores are reported in the 2018-2019 school year. In addition, these next nine months provide one more school year for teachers to examine the new standards, develop instructional strategies for effective science learning, and review available materials before an approved science curriculum adoption list is available from the California Department of Education in the Fall of 2018.

In order to best support teachers during this transition, Cold Spring School has decided to focus on using the science TOSA to coach primary and upper grade teachers in focused, trimester-long cycles with pilot curriculums STEMscopes and Amplify Science. At the start of the year, K-3 teachers work with the science TOSA in a team-teaching environment. During these sessions, teachers focus on developing targeted instructional strategies to best support the NGSS. At this time, 4th-6th grade students are in an engineering cycle in the STEAM room. The Science TOSA develops lessons which meet the engineering core ideas of the NGSS. STEAM sessions are an opportunity for the Science TOSA to model teaching strategies for the classroom teachers, while also providing rich engineering opportunities that benefit from the support of an additional teacher.

During team leveled professional development meetings (held once a month), teachers have an opportunity to debrief about their experiences implementing the NGSS. This includes time to reflect, share progress, and seek support from colleagues. Because the new standards are written as a progression from K-6 (rather than distinct disciplines addressed in different grades) learning must build over time. Thus, it is essential that teachers are aware of and involved in the work that is taking place in science in both the grades preceding and following their own.

In the second trimester, the roles will switch, with 4th-6th grade teachers entering a coaching cycle, while students in grades K-3 receive NGSS-aligned engineering lessons in the STEAM room. During the final trimester, all students will be in STEAM. The monthly debriefing sessions will continue as a way to support teachers in their science instruction throughout the remainder of the school year.

#### Mathematics:

All teachers have the opportunity to choose to engage in two days of Professional Development by Dr. Valerie Henry in Factswise at the SBCEO or attend the online course title: How to Learn Math taught by Stanford University professor Jo Boaler.

The professional development is designed to help teachers develop new teaching strategies to create a positive mindset for their students. The classroom teachers are committed to learning how to use useful concepts and practices that can be immediately applied in the classroom, including:

- Use of high quality math tasks
- Best practices for assessment and grading
- Insights from educational thought-leaders on motivating kids
- New strategies for increasing students' math motivation and achievement

#### Technology:

Cold Spring School District is working closely with the Santa Barbara County Education Office (SBCEO) to support the teachers of the Cold Spring School District with implementing Google Suite in the classroom. Google Suite provides tools that allow staff and students to create, share, and edit files collaboratively in real-time. All files created are automatically saved in the cloud, and can be accessed at any time, from any device. Using G Suite for Education, students learn how to use technology to communicate, create, and collaborate with others.

#### English Language Arts:

Dahlia Dallal, the founder of Literacy Partners, is training and supporting teachers with the Writing Workshop model that comes from the Teachers College Reading and Writing Project, Columbia University. Throughout the 2017-2018 school year, teachers will receive four full-days of professional learning to support writing workshop through in-class coaching and two full days of training. Parents will receive one parent workshop in the evening.

The Cold Spring School Reading Specialist attended a Lindamood-Bell Seeing Stars Phonemic Awareness 2-day training in September. The Seeing Stars program is used by the Reading Specialist to support students with reading difficulties as a Response to Intervention.

Click the following link to view the 2017-2018 Comprehensive Professional Learning plan: <http://coldspringschool.net/professional-learning-plan>

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 four school years, Cold Spring has had three days each year dedicated to staff and professional development.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (ES)		\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary		\$117,868
Percent of District Budget		
Teacher Salaries	34%	32%
Administrative Salaries	6%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

For students who are identified as at-risk in reading, a Reading Specialist provides one-on-one support. Title I funding is utilized to provide these services. The District also provides support services as appropriate to students with IEPs and 504s.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$17,450	\$900	\$16,550	\$68,500
District	♦	♦	\$16,550	\$68,500
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			151.7	10.6

\* Cells with ♦ do not require data.