



# Cold Spring Elementary School

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

Dr. Amy Alzina, Principal  
aalzina@coldspringschool.net  
www.coldspringschool.net

## 2017-18 School Accountability Report Card Published During the 2018-19 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  
Mike Marino  
Gregg Peterson  
Eric Schiller  
Katherine Davidson

#### District Administration

Dr. Amy Alzina  
**Superintendent**  
Coral Godlis  
**Executive Assistant to the  
Superintendent**  
Suzy Robinson  
**Account Technician**

### School Description

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 an environment in which cooperative problem solving, creativity, and innovative thinking are encouraged and the unique potential and 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.

#### Description of Cold Spring School

Cold Spring School is a TK-6 public elementary school District embarking on its 130th year of providing high quality education to children. We are a one-school District, and our enrollment this year is approximately 167 children. The school is proud of its comprehensive approach to elementary education that prepares children for success throughout their educational career, and helps them become active participants in our community. One fundamental key to this approach lies in the low student-to-teacher ratios (the K-6 class size average is 18.5), 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 the staff of highly skilled and enthusiastic teachers gives the students strength, understanding, and compassion — values that will benefit our country and future generations.

The core academic programs provide students with a solid base in fundamental skills and concepts while promoting critical thinking skills, problem solving, and creativity. The specialists' programs include the visual and performing arts, physical education and STEAM. They are designed to be complementary with and integrated into other aspects of learning with the goal that each child gains a sense of confidence and enthusiasm that comes from being creative. Cold Spring School students consistently demonstrate high levels of academic achievement on the California Standards Tests and as they move through the junior high and high school programs.

There was extensive outreach in regards to the Local Control Accountability Plan that aligns with the Single Plan for Student Achievement via Parent Club, the Cold Spring School Foundation, monthly Principal Coffee's, the LCAP Advisory Board, ParentSquare posts, Board meetings, faculty forums, private input meetings with the Superintendent/Principal and every teacher, and more. It is important to note that the Cold Spring School community suffered dual disasters from the Thomas Fire and the January 9, 2018, Debris Flow. The

### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

school community lost a student in grade six and a student in kindergarten as well as dozens of students lost their homes and possessions. In addition, the school had to be evacuated on four separate occasions. Because of the disasters, much of the parent and faculty engagement has been spent on student safety, on preparing for an alternative campus during regular evacuations if necessary, in distributing timely information. This year, a large focus has also been spent on preserving the integrity of the district's LCAP goals which are tied to the Single Plan for student achievement goals. The school is extremely proud of the parent and community collaboration as everyone strives to support and ensure every child is college and career ready!

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	19
Grade 1	29
Grade 2	27
Grade 3	20
Grade 4	24
Grade 5	26
Grade 6	25
Total Enrollment	170

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	4.7
Filipino	0.0
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	0.0
White	80.0
Socioeconomically Disadvantaged	9.4
English Learners	2.9
Students with Disabilities	4.1
Foster Youth	0.0

### 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	16-17	17-18	18-19
With Full Credential	15	15	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Cold Spring Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	15
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cold Spring Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2018-19)

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 Governance Board. 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, CPM and Illuminate 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.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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 two 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.

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. Plans have been made to improve the site security circulation and will be presented to the Governance Board. Grant Funding from Proposition 39 will be used to improve the schools energy sufficiency which includes; lighting, heating and insulation.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/20/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Some gopher issues. Ongoing issue, resolved as needed.
<b>Overall Rating</b>	<b>Good</b>	

**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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	85.0	92.0	85.0	92.0	48.0	50.0
Math	82.0	90.0	82.0	90.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	3.7	14.8	81.5

\* 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.

School Year 2017-18 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	95	91	95.79	92.31
Male	42	41	97.62	87.80
Female	53	50	94.34	96.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	75	72	96.00	91.67
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 2017-18 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	95	92	96.84	90.22
Male	42	42	100	95.24
Female	53	50	94.34	86
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	75	73	97.33	91.78
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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

Parents play an integral role at Cold Spring School. 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, and many other programs that benefit the 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 \$150,000 per year in support of specialists' programs in art, library, music, physical education, STEAM and technology. Parents can contact Michelle Gross, Office Manager, for information pertaining to organized opportunities for parent involvement at [mgross@coldspringschool.net](mailto:mgross@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, SSC/LCAP Advisory Committee and the Governance Board in December 2018.

### Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

### 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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	14	16	19	2	2	1						
1	19	14	15	1	2	2						
2	21	19	14		1	2	1					
3	12	12	20	2	2	1						
4	21	26	25				1	1	1			
5	13	20	26	2	1				1			
6	11	25	25	2				1	1			

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

### Professional Development provided for Teachers

#### 2018-2019 Professional Development Plan

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 comprehensive professional development plan provides support to teachers through professional learning that focuses on the following schoolwide priority goals:

Goal 1: Prepare students for life, learning and work in the 21st century

Goal 2: Maintain a high level of student engagement and attendance through a robust specialist program.

Goal 3: Engage students, families and the community to promote student success.

The Professional Learning Plan is designed to address Mathematics, Science, Technology, English Language Arts 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 the 2018 Spring Teacher survey, LCAP survey, LCAP goals and student achievement results recorded on the 2018 CAASPP. 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.

This seven-part professional development plan is focused on the following goals in order to ensure a guaranteed curriculum for all students.

#### Part 1a: Back to School Professional Development

Timing: August 16, 2018

Scope of Work: All Teachers (Full Day)

During the morning half of the day, the teachers will review the CCS Mission statement and shared commitments (Values) for which the group will hold itself mutually accountable. The three CSS priority goals will be reviewed.

The later part of the morning will consist of establishing clear expectations/goals around technology in the classroom. Matt Zuchowicz, Director of Educational Technology Services for the SBCEO, and Christian Garfield will explain how our goal is for every teacher to work towards achieving an official Google 1 Certification. Matt Zuchowicz will also review the essential components in the Common Sense Media Digital Citizenship curriculum and lessons that are to be implemented in every 3-6th grade classroom.

The afternoon will consist of a Dreambox and Accelerated Math webinar training before teachers review the 2017-2018 CAASPP results. These CAASPP results will drive our conversation around formative assessments (2018-2019 Formative Assessment Calendar) and goals for Student Achievement that are centered around 100% of the students at Cold Spring School meeting and exceeding the standards.

#### Part 1b: Back to School Professional Development

Timing: August 17, 2018

Scope of Work: All Teachers (Full Day) and Staff (Half Day)

The morning will begin by reviewing the LCAP Goals for Student Achievement with the entire staff before each department (Business Office, HR, Front Office/Purchasing and Facilities) presents new norms and protocols. The Superintendent/Principal will review highlights from the News in Brief as well as highlights from the Professional Learning calendar. Classroom teachers and assistants will use the remainder of the morning for collaboration and planning. Teachers will use the afternoon for grade level collaboration and planning.

#### Part 2: Mathematics

Timing: Fall 2018

Scope of Work: All TK-4th grade teachers will engage in a Dreambox training, while all 5-6th grade teachers will engage in an Accelerated Math training.

#### Part 3: Science

Timing: Fall 2018-Spring 2019

Scope of Work: Teachers will begin the school year by examining the Next Generation Science Standards, developing their instructional strategies for effective science learning, and continuing with the Amplify Science pilot in preparation for the approved science curriculum adoption from the California Department of Education. Once the adoption list is available, the staff will engage in discussion around an official adoption.

Timing: Fall 2018-Spring 2019

STEAM Scope of Work: The STEAM teacher and technology teacher will work with classroom teachers to enhance their knowledge of the computer science standards and engineering practices. Together, they will assist teachers and students with knowing how to apply their knowledge in the STEAM classroom and general education classroom that will lead to student application projects.

Timing: September 22, 2018

Scope of Work: The Santa Barbara County Education Office Next Generation Science Standards Leadership Consortium will be offering free NGSS professional development workshop for teachers across Santa Barbara county at Oak Valley Elementary School located in the Buellton Union School District. Justin Pierce, CSS sixth grade teacher, and Jean Gradias, CSS STEAM teacher, will be presenters. Mr. Pierce will be presenting an introduction to NGSS with a K-12 focus, while Dr. Gradias will be presenting NGSS Shifted vs. Unshifted lessons with a K-5 focus to compare a lesson from the way we used to teach science to the new NGSS methodology and format. Registration can be found through this link: <http://sbceo.org/s/NGSSreg>

#### Part 4: Technology

Timing: Fall 2018-Spring 2019

Scope of Work: Matt Zuchowicz, SBCEO Director of Educational Technology Services, will work with Christian Garfield, CSS Computer Specialist, to develop professional learning opportunities for CSSD teachers centered on the resources of the Google Suite for Education, with the goal of CSSD staff becoming Google Educator Level 1 certified.

Matt Zuchowicz, SBCEO Director of Educational Technology Services, will consult with Dr. Amy Alzina, Superintendent, and Christian Garfield, CSSD Technology Specialist, to support the vision for educational technology, and will develop presentations on technology integration, as well as cybersecurity and student data privacy for CSSD teachers, administrators, parents, and students.

All 3-6th grade teachers will implement Common Sense Media Digital Citizenship curriculum and lessons. Resource: <https://www.commonsense.org/education/>

Four teachers and the Superintendent/Principal will be attending the EdTech Summit for two days in August 2018. "Sessions include two keynote presentations, a demo slam competition, and a closing capstone session - plus two full days of informative breakouts, cutting-edge demonstrations, and hands-on workshops led by experienced and knowledgeable professional developers.

Deployment & Management of Google Apps

Google Apps for Education Certification

Android and Google Play in Education

Google Maps and Earth Across The Curriculum

YouTube for Schools

Google Plus for Personal Learning Networks

20% Time for Students and Educators

Google Classroom, Google Drive, Google Sites, Google Calendar, Gmail power tips, and... even more!

All presenters are Google for Education Certified Innovators, Google for Education Certified Trainers, Google Employees, or teachers with local success stories!"

Two teachers will be attending the Level 2 Google Certification Bootcamp at the EdTechTeam Summit where they will "explore and create purposeful blended learning lessons while enhancing student understanding of topics and concepts. They will learn to organize course work and leverage the internet to better meet the needs of an increasingly digital curriculum. Personalized learning models and coaching models will also be explored."

#### Part 5: Writing

Timing: Fall 2018-Spring 2019

Scope of Work: Dahlia Dallal, the founder of Literacy Partners, will continue to train and support teachers with the Lucy Calkins Writing Workshop model that comes from the Teachers College Reading and Writing Project, Columbia University. Teachers will receive 2 full-days of professional learning and coaching to support writing workshop. Parents will receive two parent workshops in the evening.

Timing: Fall 2018

Scope of Work: Words Their Way is based on years of research into invented and developmental spelling which is keyed to the five stages of spelling and orthographic development. The Words Their Way program will support teachers and students working in each stage of spelling development, from emergent through derivational relations. Teachers will engage in a professional development webinar during a Wednesday PD session in September.

#### Part 6: Formative Assessments

Timing: August 2018-June 2019

Scope of Work: All 1-6th grade students will take the multiple choice, 32-question, computer adaptive STAR Reading/STAR Math assessment four times throughout the school year. The purpose of the nationally normed STAR Reading/Math assessments are to assess student reading and math levels, progress monitor and plan intervention/enrichment groups. Parents will receive a parent report after each assessment period that identifies their student Percentile Rank, Instructional Reading Level/Math Level and Zone of Proximal Development.

Timing: October 2018-June 2019

Scope of Work: Renaissance Learning Accelerated Reader (AR)

All students will be participating in the Accelerated Reader (AR) program. Student STAR Reading scores will be used to identify the appropriate independent reading level for every student.

#### Part 7: Ongoing Professional Development

Timing: Fall 2018-Spring 2019

Scope of Work: Teachers and administration will 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 will begin at 2:45pm and occur every Wednesday.

#### 2017-2018 Professional Development Plan

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,871	\$44,375
Mid-Range Teacher Salary	\$88,937	\$65,926
Highest Teacher Salary	\$105,474	\$82,489
Average Principal Salary (ES)	\$48,864.84	\$106,997
Average Principal Salary (MS)		\$109,478
Average Principal Salary (HS)		
Superintendent Salary	\$114,018.12	\$121,894
Percent of District Budget		
Teacher Salaries	30.0	32.0
Administrative Salaries	7.0	7.0

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cold Spring Elementary School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Cold Spring Elementary School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$23,655	\$1,180	\$22,475	\$91,103
District	♦	♦	\$22,475	\$91,103
State	♦	♦	\$7,125	\$63,218
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			103.7	36.1

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State

## Career Technical Education Programs

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.