



## COLD SPRING SCHOOL DISTRICT GOVERNING BOARD

### REGULAR BOARD MEETING

**THURSDAY, AUGUST 15, 2019  
5:00 PM**

**COLD SPRING SCHOOL AUDITORIUM  
2243 SYCAMORE CANYON RD, SANTA BARBARA, CA, 93108**

*Welcome to the meeting of the Cold Spring School District Governing Board.*

**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 9), 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](#). Notification 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

**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.

**Cell Phones / Electronic Devices** – As a courtesy to all meeting attendees, please set cell phones and electronic devices to silent mode and engage in conversations outside the meeting room.

**COLD SPRING SCHOOL DISTRICT  
GOVERNING BOARD  
REGULAR BOARD MEETING**

**AGENDA**

**THURSDAY, AUGUST 15, 2019  
5:00 PM**

**COLD SPRING SCHOOL AUDITORIUM  
2243 SYCAMORE CANYON RD, SANTA BARBARA, CA, 93108**

**REGULAR SESSION / CALL TO ORDER**

**1. CALL TO ORDER.....5:00 PM**

**2. APPROVAL OF THE AGENDA**

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

**3. CLOSED SESSION**

**4. PLEDGE OF ALLEGIANCE**

**5. CLOSED SESSION ANNOUNCEMENT**

**6. COLD SPRING SCHOOL 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.*

**7. APPROVAL OF MINUTES..... ITEM 7A**

7.A. Approval of Minutes of the July 16, 2019 Board Meeting, Regular Session

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

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

**9. 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.

**10. BOARD COMMENTS – COMMUNICATION/CORRESPONDENCE**

Individual Board Members may share information or correspondence with the Board, staff and the public.

# **11. CONFERENCE AGENDA .....ITEMS 11A – 11C**

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.

11.A. Proposal to Provide Public Opinion Research for the Cold Spring School District for a Potential G.O. Bond Measure and Parcel Tax Measure

11.B. School Edible Forest Proposal

11.C. Presentation of the 2019-2020 Comprehensive Professional Learning Plan

# **12. CONSENT AGENDA..... ITEMS 12A – 12C**

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:

## **12.A. FINANCE REPORTS:**

1. Warrants (attachment)
2. Regular payroll, July 2019: \$111,366.29
3. Other financial items

12.B. Approval and/or Ratification of Applications for Use of School Facilities, (5 total), as shown in the attached supplement

To approve:

- South Coast Karate, Brian Jordan
- AYSO, Angela D'Amour

To ratify:

- Friday Night Lights, Andy Jaye
- AYSO, Jeff Metcalfe
- AYSO, Jennifer Miller

12.C. Consider Approval of the Cold Spring School District Personnel Action Agenda for the 2019-2020 School Year

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

# **13. SUPERINTENDENT REPORT .....ITEMS 13A – 13D**

13.A. Projected Enrollment Report

13.B. Opening of School Timeline

13.C. Reorganization of the Office Staff

13.D. School Transportation Update

#### **14. BUSINESS AND FINANCE.....ITEMS 14A – 14B**

14.A. Review and Approval of FY 2019-20 Off-Campus Federal Work-Study Agreement with Westmont

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

14.B. Update on Summer Facilities Projects

#### **15. ACTION AGENDA.....ITEMS 15A – 15E**

15.A. Consider Adoption of Revisions to the Classified Employee Salary Schedule

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

15.B. Approval of Staff to Travel Out of State to Attend the Social Thinking Conference in Boston, Massachusetts

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

15.C. Approval of Literacy Partners Service Agreement to Provide Professional Development for Teachers

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

15.D. Authorize Superintendent/Principal to Enter into an Agreement with "Bouy": Social/Emotional Consultant, Grant Funded

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

15.E. Approval of Resolution to Declare Certain Property Surplus and Authorize Superintendent/Principal to dispose of the Property in accordance with Education Code Section 17454 and 17456.

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

#### **16. SUGGESTED BOARD AGENDA ITEMS FOR THE SEPTEMBER BOARD MEETING**

- Unaudited Actuals
- Sufficiency of Textbooks
- CAASPP Results
- GANN Resolution

#### **17. BOARD GOVERNANCE**

17.A. Evaluation of Meeting

**18. ADJOURNMENT**

[Motion:\_\_\_\_\_Second:\_\_\_\_\_Ayes:\_\_\_\_\_Noes:\_\_\_\_\_Absent:\_\_\_\_\_Abstain:\_\_\_\_\_]

*Date of Next Board Meeting: Regular Session September 9, 2019*



**COLD SPRING SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR BOARD MEETING  
MINUTES**

**TUESDAY, JULY 16, 2019  
6:00 PM**

**COLD SPRING SCHOOL AUDITORIUM  
2243 SYCAMORE CANYON RD, SANTA BARBARA, CA, 93108**

**Board Members**

Jennifer Miller  
Gregg Peterson  
Mike Marino  
Eric Schiller

**Administration / Staff**

Dr. Amy Alzina, Superintendent/Principal  
Yuri Calderon, CBO & General Counsel  
Suzy Robinson, Account Technician

**1. CALL TO ORDER.....6:00 PM**

The meeting was called to order at 6:07 PM.

**2. APPROVAL OF THE AGENDA**

It was moved by Trustee Miller, seconded by Trustee Peterson, to approve the agenda for Tuesday, July 16, 2019.

Ayes: Marino, Miller, Peterson, Schiller; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

**3. CLOSED SESSION**

There was no closed session.

**4. PLEDGE OF ALLEGIANCE**

President Miller led the Pledge of Allegiance.

**5. BOARD APPOINTMENT**

Two applicants presented themselves for appointment as interim School Board Member to fill the current vacancy until December 2020. The applicants were Lesley Kneafsey and Alexis Tande.

Leslie Kneafsey made a statement to the Board and Alexis Tande submitted a statement via letter that was presented by Trustee Marino.

The Board deliberated regarding the qualifications of the applicants.

It was moved by Trustee Miller, and seconded by Mike Marino, to appoint Leslie Kneafsey as a Provisional Appointment to the Cold Spring School District Governing Board.

Ayes: Marino, Miller, Peterson, Schiller; Noes: 0; Abstain: 0; Absent: 0 (Vacancy: 1). The motion carried unanimously.

Dr. Amy Alzina administered the Oath of Office to Leslie Kneafsey.

Leslie Kneafsey was seated at the dais as a Provisional Appointment to the vacancy created by Trustee Davidson's resignation from the Cold Spring School Board of Trustees.

## **6. COLD SPRING SCHOOL MISSION STATEMENT**

Leslie Kneafsey read the Cold Spring School Mission Statement.

## **7. APPROVAL OF MINUTES.....ITEM 7A – 7C**

7.A. Approval of the Minutes of June 10, 2019 Board Meeting, Regular Session.

It was moved by Trustee Peterson, and seconded by Trustee Jennifer Miller, to approve the Minutes of the June 10, 2019 Board Meeting, Regular Session.

Ayes: Marino, Miller, Peterson, Schiller, Kneafsey; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

7.B. Approval of the Minutes of June 11, 2019 Board Meeting, 5:30PM Special Session.

It was moved by Trustee Peterson, and seconded by Trustee Jennifer Miller, to approve the Minutes of the June 11, 2019 Board Meeting, 5:30PM Special Session.

Ayes: Miller, Marino, Peterson, Schiller, Kneafsey; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

7.C. Approval of the Minutes of June 11, 2019 Board Meeting, 6:00PM Special Session.

It was moved by Trustee Miller, and seconded by Trustee Schiller, to approve the Minutes of the June 11, 2019 Board Meeting, 6:00PM Special Session.

Ayes: Miller, Schiller, Kneafsey, Peterson,; Noes: 0; Abstain: 0; Absent: 0.  
The motion carried unanimously.

## **8. RECOGNITIONS, RECEIPT OF GIFTS, ACKNOWLEDGEMENTS, AND ACCEPTANCES.**

Dr. Alzina reported the receipt of a \$125,000 donation from the Cold Spring School Foundation to the District for the 2019-2020 Annual Grant.

Dr. Alzina reported the receipt of a \$26,000 donation from the Cold Spring School Foundation to the District to support 2019-2020 Technology and Physical Education.

Dr. Alzina reported the receipt of an in-kind donation of approximately \$15,850 to the District from McPherson Tree Care, provided as tree trimming services on the Cold Spring Campus.

It was moved by Trustee Schiller, and seconded by Trustee Peterson, to approve the donations reported by Dr. Alzina.

Ayes: Schiller, Peterson, Kneafsey, Miller, Marino; Noes: 0; Abstain: 0;  
Absent: 0. The motion carried unanimously.

## **9. PUBLIC COMMENTS**

Andrew Tosh made a public comment about school transportation and school buses.

## **10. BOARD COMMENTS – COMMUNICATION/CORRESPONDENCE**

There were no Board comments to report.

## **11. CONSENT AGENDA..... ITEMS 11A-11C**

### **11.A. Finance Reports**

1. Warrants (attachment)
2. Regular Payroll, June 2019: \$296,358.57
3. Other financial items

11.B. Field Trip, Over-Night and/or Out of County Catalina Island Marine Institute (CIMI), scheduled for October 16, 2019.

### **11.C. Personnel**

1. Two Classified Assignments
  - a. Alyssa Walsh: Drama Coordinator.
  - b. Jezreal Real: Choral Accompanist.



2. Five Miscellaneous Assignments

- a. Dalton Grooms: temporary summer crew.
- b. Christian Olson: temporary summer crew.
- c. Caden Westwick: temporary summer crew.
- d. William Goligoski: temporary summer crew.
- e. Kai Uchio: temporary summer crew.

It was moved by Trustee Miller, and seconded by Trustee Schiller, to approve the Consent Agenda items.

Ayes: Miller, Schiller, Peterson, Kneafsey, Marino; Noes: 0; Abstain: 0; Absent: 0.  
The motion carried unanimously.

**12. SUPERINTENDENT REPORT.....ITEMS 12A – 12C**

12.A. Projected Enrollment Report  
Enrollment is projected at 170 students.

12.B. Quarterly Williams Report  
There were no complaints filed with the District during the second quarter of 2019.

12.C. Staffing Update  
Dr. Alzina reported on staffing options related to Special Education and Classified staffing for the upcoming school year. The Board directed Dr. Alzina to pursue inquiry into the reported staffing options.

**13. BUSINESS AND FINANCE.....13A – 13G**

13.A. Update on Summer Projects  
Yuri Calderon presented an update on current and completed summer projects.

- 13.B. Approval of the Notice of Completion for:
- i. Solar Tinting Project with Advanced Solar Control Tinting
  - ii. Insulation Project with Ritter Construction Company
  - iii. Flooring Project with Santa Barbara Surfacing
  - iv. Skylight Project with Big Coast Skylights
  - v. Binds Project with Tri-County Blinds and Drapes

It was moved by Trustee Peterson, and seconded by Trustee Miller, to approve the Notices of Completion.

Ayes: Peterson, Miller, Schiller, Kneafsey, Marino; Noes: 0; Abstain: 0; Absent: 0.  
The motion carried unanimously.

13.C. Approval of Office Furniture Purchase Contract

It was moved by Trustee Peterson, and seconded by Trustee Miller, to approve the Contract with Culver-Newlin School and Office Solutions Inc., for classroom and office furniture.

Ayes: Peterson, Miller, Schiller, Marino, Kneafsey; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

#### 13.D Approval of Revised Coastal Copy, Inc. Contract

It was moved by Trustee Peterson, and seconded by Trustee Kneafsey, to approve the Contract with Coastal Copy, Inc for the leasing and servicing of copy machines.

Ayes: Peterson, Miller, Schiller, Marino, Kneafsey; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

#### 13.E. Consider Purchase of Carpet Cleaning Equipment/Proposal for Third Party Vendor to clean carpets (Finco Services)

It was moved by Trustee Schiller, and seconded by Trustee Miller, to engage with Finco Services to clean the carpets on campus and to repair/refurbish the District's existing carpet cleaning machine.

Ayes: Schiller, Miller, Marino, Kneafsey, Peterson; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

#### 13.F Presentation of Options for Re-Keying Project

Yuri Calderon presented options for re-keying the campus classrooms and workrooms.

The Board discussed options for re-keying the doors on campus as well as further increasing campus security.

It was moved by Trustee Peterson, and seconded by Trustee Miller, to Approve the Contract with Santa Barbara Locksmiths Inc., to provide and install new alarm locks on the campus classroom and workroom doors.

Ayes: Peterson, Miller, Marino, Kneafsey, Schiller; Noes: 0; Abstain: 0; Absent: 0.

The motion carried unanimously.

#### 13.G. Approval of Contract with Stewart's & Selzer Plumbing

It was moved by Trustee Miller, and seconded by Trustee Moreno, to approve the Stewart's & Selzer Plumbing for plumbing repair services.

Ayes: Miller, Marino, Schiller, Peterson, Kneafsey; Noes: 0; Abstain: 0; Absent: 0.

The motion carried unanimously.

#### **14. ACTION AGENDA.....ITEMS 14A – 14D**

##### **14.A. Approval of Psychologist Contract**

It was moved by Trustee Peterson, and seconded by Trustee Schiller, to authorize Dr. Alzina to contract with Eve Kelemen for psychologist services for the 2019-2020 school year.

Ayes: Peterson, Schiller, Marino, Kneafsey, Miller; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

##### **14.B. Approval of Resolution 2019-20/1 Awards and Refreshments**

It was moved by Trustee Peterson, and seconded by Trustee Miller, to approve Resolution 2019-20/1 Awards and Refreshments.

Ayes: Peterson, Kneafsey, Schiller, Marino, Miller; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

##### **14.C. Approval of 2019-20 Consolidated Application for Categorical Funding for the Cold Spring School District.**

It was moved by Trustee Miller, and seconded by Trustee Moreno, to approve Dr. Alzina's submission of the 2019-2020 Consolidated Application for 2019-2020 Categorical Funding

Ayes: Miller, Moreno, Peterson, Kneafsey, Schiller; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

##### **14.D. Consider Increase in Compensation for Superintendent/Principal**

It was moved by Trustee Peterson, and seconded by Trustee Moreno, to amend the employment contract with Dr. Alzina to reflect the following changes:

- The pay rate increase for 2019-2020 be 4.5% instead of 2.5%.
- The annual allotment of paid vacation days will increase from 18 days to 23 days henceforth.
- The number of optional carry-forward days increase from 10 days to 13 days henceforth. And further, to authorize Board President Miller to execute the amendment.

Ayes: Peterson Miller, Moreno, Kneafsey, Schiller; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

#### **15. CONFERENCE AGENDA.....15A – 15C**

**15.A. Dolphin Center Update**

Yuri Calderon presented an End-of-Year update on the Dolphin Center program.

The board discussed options regarding changing the rate charged to families for child care. The board recommended the elimination the \$35 annual registration fee.

**15.B. Preliminary 2018-2019 CAASPP Results**

Dr. Alzina presented the preliminary results for Cold Spring School's 2018-2019 CAASPP student assessment. 91.58% of Cold Spring Students met or exceeded the ELA standard. 91.58% of Cold Spring Students met or exceeded the Math standard.

**15.C Mobile App released for California Dashboard Update**

Dr. Alzina announced and summarized the functions of the new Mobile app for the California Department of Education's California School Dashboard.

**16. SUGGESTED BOARD AGENDA ITEMS FOR THE AUGUST BOARD MEETING**

- Opening of School Timeline
- FM3 Polling Update
- School Transportation

**17. BOARD GOVERNANCE**

The Board conducted an evaluation of the meeting.

**18. ADJOURNMENT**

It was moved by Trustee Peterson, and seconded by Trustee Moreno, to adjourn the July 16, 2019 Regular Session meeting

Ayes: Peterson, Moreno, Kneafsey, Schiller, Miller; Noes: 0; Abstain: 0; Absent: 0. The motion carried unanimously.

The Meeting was adjourned at 9:08 PM

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Michael Marino, Board Clerk

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Date

# Proposal to Provide Public Opinion Research for the Cold Spring School District *G.O. Bond Measure Viability Assessment*



Contact:  
John Fairbank  
Partner



OPINION  
RESEARCH  
& STRATEGY



**TO** Dr. Amy Alzina, Superintendent/Principal  
Cold Spring School District

**FROM** John Fairbank & Adam Sonenshein  
FM3 Research

**RE:** Proposal to Provide Public Opinion Research for a 2020 G.O. Bond Measure

**DATE** July 17, 2019

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It was a pleasure meeting with you in person a few weeks ago. Fairbank, Maslin, Maullin, Metz & Associates (FM3) is pleased to submit this proposal to conduct research evaluating the viability of a G.O. bond measure for the Cold Spring School District in the March or November 2020 elections. In addition to assessing the viability of a bond measure, this survey research would assess Cold Spring School District voters' views toward a variety of issues related to the District, and would help inform and maximize the effectiveness of the marketing, communications, and outreach work you may undertake with Mary Rose & Associates.

As you know, **FM3 was honored to be selected by the Cold Spring School District as your pollster in 2017 to support the District's effort to evaluate the viability of a potential school bond measure in 2018** – an effort which was put on hold after the devastating mudslides of January 9, 2018. As part of this project, FM3 has drafted and edited a survey questionnaire for the District that remains ready to field when the District is ready, and for which FM3 was happy to waive all charges to the District given the severity of the disaster in Montecito.

FM3 also has a long and successful history of helping public agencies design revenue measures that are aligned with local voter priorities – demonstrated by our firm's **success rate of over 95 percent** since its 1981 inception – with a total of **533 local tax and bond measures approved for California agencies** in every region of the state, including **66 on the November 2018 ballot** alone.

Further, as you may know FM3 served as pollster for the **Santa Barbara Unified School District** as part of the District's successful effort to secure voter approval for two local school bonds on the November 2016 ballot – **Measure I and Measure J**. As SBUSD serves as the junior high and high school district for Cold Spring School District residents, Cold Spring voters were asked to weigh in on Measure I, which provides funding for SBUSD's junior high and high schools. On Election Day, the Cold Spring community gave Measure I a decisive win, supporting the bond measure by a margin of 60 to 40 percent on its way to a districtwide victory. **FM3 would incorporate the lessons learned during this recent successful experience – both what worked well for communicating with Cold Spring voters about the school bond and what could be improved – into the research we would conduct for your District.**

This proposal is organized into three sections: **Section 1** discusses FM3's relevant experience; **Section 2** summarizes methodological considerations for the research; and **Section 3** outlines FM3's proposed research specifications and estimated costs. A complete listing of the successful education funding ballot measures passed



using FM3's research is provided as an **Appendix** to this proposal. We would be happy to provide any additional information that would be helpful in your consideration.

## 1.1 School Bond Measure Experience

Fairbank, Maslin, Maullin, Metz & Associates (FM3) is a leading provider of public opinion research for California's K-12 local school districts seeking voter approval for revenue-enhancing ballot measures. More than **95 percent of local school finance measures placed on the ballot at our recommendation have been approved by voters**, and our research has helped secure the passage of **137 successful local school bond measures in California, generating more than \$51 billion for the state's K-12 school districts**—including more than \$4.7 billion for 13 such districts throughout the state in the 2018 elections alone. Districts for whom we regularly provide research and consulting services include some of the largest and most ethnically and socioeconomically diverse in California, such as **Los Angeles Unified (\$20.5 billion in bonds)**, **San Diego Unified (\$9.9 billion)**, and **Long Beach Unified (\$2.7 billion)**, as well as dozens of mid-size and smaller districts like Cold Spring School District.

We approach each new research project with an extensive base of knowledge about the kinds of broad themes and specific school facilities improvements that tend to motivate voters to support local school bonds. At the same time, our experience has given us a healthy respect for the many ways in which communities and districts differ. In addition to testing core concepts such as **bond measure viability, voters' tax tolerance, optimal election timing, and voters' sense of the District's financial needs**, our approach to local school bond measures starts with achieving four key objectives:

- FM3 quantitatively tests voters' **sense of urgency and priority for dozens of potential projects and expenditures**, and then works collaboratively with District legal counsel to draft a 75-word ballot label that meets legal requirements while emphasizing as many of your voters' top priorities as possible.
- At the same time, our research assesses **the relative efficacy of a range of non-advocacy public education messages** to identify which themes and information will resonate most with voters in the context of public outreach efforts.
- FM3's research also tests the **impact of finance measure opponents' messages** to provide the District a quantitative assessment of which opposition arguments may be most damaging to a finance measure's standing among the electorate.
- Finally, FM3 also assesses which sources voters use to get information about the District, and **which public figures and organizations would prove the most credible as messengers** about the District's finance measure.

In addition to our expansive work helping to secure additional voter-approved funding for public education in California at the local level, FM3 has also been a leader in evaluating public perception of education funding issues at the statewide level for many years. We serve as the primary research firm for the **Coalition for Adequate School Housing (CASH)**, and our research has led to **voter approval of seven statewide school bonds** since 1990,



including **Proposition 51** in 2016 – raising a combined total of **\$34.6 billion for public school and community college facilities and capital needs**. Previously, FM3’s research was used to pass the original **Proposition 98** in 1988 – the initiative that created the “Prop. 98 funding guarantee” for local school and community college districts within the state budget – as well as **Proposition 39** in 2000, which reduced the vote threshold for passing local school bonds from two-thirds to 55 percent.

Currently, FM3 is conducting research for a statewide coalition which includes the **Coalition for Adequate School Housing (CASH)**, the **California School Boards Association (CSBA)**, the **Association of California School Administrators (ACSA)**, **California School Employees Association (CSEA)**, the **California State PTA**, the **California Charter School Advocates**, and the **Community College League of California** to examine the viability of statewide bond (\$13 billion) and tax (\$11-\$14 billion) measures that would benefit local school and community college districts throughout California - and which may appear on the November 2020 ballot. We would leverage this body of institutional knowledge regarding how California’s education funding system works and how voters perceive it to improve the research we conduct for this project.

## 1.2 Experience in Santa Barbara County

**FM3 has extensive experience conducting research throughout Santa Barbara County.** Our firm has conducted research throughout Santa Barbara County for more than three decades. Some brief highlights from our past research among Santa Barbara County residents and voters are provided below:

- In 2018, FM3 provided survey research for the **City of Carpinteria** which assessed support for a local sales tax ballot measure. Based on our recommendation, the City placed a 1.25-cent sales tax, **Measure X**, on the November 2018 ballot, where it was approved with 56 percent support.
- In 2017, FM3 conducted focus group and survey research on behalf of the **City of Santa Barbara** that assessed support for a revenue generating ballot measure. Our recommendation was that voters were likely to support a full one-cent transaction and use tax increase, with strict accountability and no sunset clause. The Santa Barbara City Council acted on our recommendation, placing the sales tax on the November 2017 ballot as **Measure C**, where it was approved with 56 percent support.
- In 2016, FM3 provided research for the **Santa Barbara Unified School District** in support of SBUSD’s two successful bond measures on the November 2016 ballot - **Measure I** and **Measure J**. Measure I, a \$135 million bond which is focused on improving the District’s high schools, was approved with more than 69 percent support; Measure J, a \$58 million bond that provides funding for improvements to elementary schools, received more than 71 percent support.
- In 2014, FM3 provided research for the **Carpinteria Unified School District** that informed the District’s decision-making process in the drafting of **Measure U**, the District’s \$90 million local school bond measure that was approved with more than 66 percent of the vote in the November 2014 election.





- In both 2014 and 2009, FM3 conducted surveys on behalf of Santa Barbara County and the **City of Goleta** to test the viability of an increase in the current Goleta Library Parcel Tax to maintain and restore services and perform needed building repairs. In both surveys, the results showed that support fell short of the required two-thirds threshold for passage, resulting in the City and County delaying placing the measure before voters while additional work was done to inform the public about the financial needs of the library.
- Also in 2014, FM3 conducted survey research for the **City of Goleta** among voters in **Santa Barbara County's 2<sup>nd</sup> Supervisorial District** to assess local voter support for various proposed changes to the City of Goleta's Revenue Neutrality Agreement with Santa Barbara County.
- In 2013 and in 2011, FM3 conducted countywide research for Santa Barbara County's **Project Clean Water** to assess voters' awareness of storm water pollution and to measure behaviors that contribute to the contamination of local rivers, lakes, streams, beaches, and bays. The research was also used to help determine the viability of a countywide Clean Water, Clean Beaches revenue measure to fund stormwater and other water quality improvement projects throughout the County's unincorporated communities, and helped inform a public relations campaign to educate voters about the need for additional funds to protect local water resources.
- For more than a decade, FM3 has provided quarterly public image tracking research for **Southern California Edison**, Santa Barbara County's electric utility provider, within Santa Barbara County and the balance of SCE's service area.
- In 2012, FM3 conducted research for the **City of Carpinteria** to gauge the viability of a measure that would raise the City's transient occupancy tax (TOT, or hotel bed tax) from 10 to 12 percent. The resulting measure, **Measure E** was approved by 77.8 percent of Carpinteria voters in November 2012.
- In 2009, the firm conducted survey research on behalf of **Santa Barbara County** to determine the feasibility of a Jail Expansion ballot measure to address overcrowding issues. Within the survey, voters were asked to assess funding priorities for various government programs given limited public resources.
- In 2008, FM3 conducted baseline survey research on behalf of the **Santa Barbara County Association of Governments (SBCAG)** for the renewal of a one-half cent sales tax for transportation maintenance and enhancements throughout the County (**Measure A**). The County's previous attempt to renew the dedicated sales tax had failed two years prior (only receiving 54.47% support). FM3 was retained to provide a fresh look at public opinion relating to the measure. The firm's research was used to develop an expenditure package of transit, freeway, and road improvements that would satisfy both North and South County voters, as well as an educational outreach plan which helped secure passage of the measure with almost 79 percent of the vote in November 2008. FM3's research identified projects and services valued by North and South County voters. In many cases, there was universal support for certain specific activities such as repairing potholes and increasing public transit access for seniors and the disabled.



However, there were also clear regional differences within the County; those in South County assigned much greater importance than North County voters to preventing polluted toxic runoff from entering storm drains and flowing into County waterways and onto beaches. Further, specific regional projects were tested exclusively in the area they most affected in order to determine whether those voters would be willing to pay for such projects. In the case of North County voters, repairing and widening the Highway 101 Santa Maria River Bridge was one such highly valued project. Similarly, large percentages of South County voters were willing to pay to improve safety on rural highways such as the 166 and 246.

- Also in 2008, FM3 conducted survey research on behalf of the **City of Santa Barbara** that helped pass a ballot measure (**Measure G**) reauthorizing and modernizing its Utility User Tax (UUT) ordinance. The survey results suggested that although 72 percent supported the simple majority measure, intensity of support was somewhat soft. The City, after consultation with FM3 therefore decided to reduce the tax rate from 6% to 5.75% while modernizing and reauthorizing its UUT. The measure was approved with 70.79 percent support in the November 2008 Presidential Election – a result well within the +/-4.4% margin of error of FM3's survey.
- FM3 conducted a **City of Santa Barbara General Plan** community survey in 2008 to test residents' awareness of and concerns about various general plan issues. The research also examined support for a number of general plan update proposals to help elected officials and city planners revise and update Santa Barbara's general plan. The research helped city planners quantify public attitudes expressed in community meetings and determine strategies to engage more residents in the general plan update process.
- In 2008, FM3 was retained to conduct survey research among City of Santa Barbara voters, and voters in surrounding zip codes, to measure support for the **University of California, Santa Barbara's** expansion plans and their attitudes towards the plans' projected impact on County services.
- In 2000, FM3 provided research for the **City of Santa Barbara** to assess the type of local finance measure – what mechanism, and whether a general or special tax – that would be most viable to address the City's need for an ongoing source of funding for local creek protection and clean water programs. Our research determined that support was strongest for a transient occupancy (hotel) special tax measure, and the City responded by placing **Measure B**, a special tax increasing the City's TOT tax rate from ten to 12 percent, on the November 2000 Presidential Election ballot. Measure B was approved by Santa Barbara voters with more than 70 percent of the vote.
- In addition to our extensive portfolio of work for public agencies throughout Santa Barbara County, FM3 has also served as campaign pollster for a variety of Santa Barbara County elected officials, including Congressman **Salud Carbajal** (during his tenure as a Santa Barbara County Supervisor), Supervisors **Das Williams** and **Joan Hartmann**, and former Supervisor **Doreen Farr**.



A complete listing of the successful local finance measures that have been passed in Santa Barbara County using FM3's research is provided by **Figure 1** below.

**Figure 1: FM3 Successful Local Finance Measures in Santa Barbara County**

Agency	Measure Name	Mechanism	Election
City of Carpinteria	Measure X	1.25-Cent Sales Tax	November 2018
City of Santa Barbara	Measure C	1-Cent Sales Tax	November 2017
Santa Barbara USD	Measure I	\$135 Million Bond	November 2016
Santa Barbara USD	Measure J	\$58 Million Bond	November 2016
Carpinteria USD	Measure U	\$90 Million Bond	November 2014
City of Carpinteria	Measure E	2% TOT Increase	November 2012
Santa Barbara CAG	Measure A	½-Cent Sales Tax	November 2008
City of Santa Barbara	Measure G	UUT Modernization	November 2008
City of Santa Barbara	Measure B	2% TOT Increase	November 2000

In addition to the agencies shown in **Figure 1**, FM3 is also proud to have provided research for Santa Barbara County public agencies including the **Goleta Union School District**, **Santa Maria-Bonita School District**, **Montecito Union School District**, the **City of Santa Barbara Creeks Division**, and the **Carpinteria-Summerland Fire Protection District**, among others.

Our experience in Santa Barbara County also includes focus groups on behalf of **The Nature Conservancy** to understand sentiments regarding the restoration of Santa Cruz Island. Additionally, our firm provided survey and focus group research to the **Milken Foundation** to gauge support for the creation of a museum complex in Santa Barbara County. We have also conducted countywide research on energy issues for **Breitbart Energy** and others.

### 1.3 Experience with Elementary School District Finance Measures

**FM3 has a thorough understanding of the unique needs and opportunities faced by elementary school districts seeking voter approval for a local revenue measure.** Since 1997, our research and strategic consulting services have given rise to 21 successful local school bond measures for Elementary School Districts throughout the state, totaling more than \$1.7 billion. We understand that California's **elementary school districts are a distinct category of educational agency with a unique role and public profile – both of which are important to quantify and leverage when asking voters to increase taxes.**

While it is common for voters in jurisdictions served by separate, independent elementary and high school districts to report some confusion as to whether their local elementary and high schools are administered by the same district, establishing a unique brand for your elementary school district can be very powerful. **Voters are overwhelmingly sympathetic to the younger children served by elementary schools, a positive emotional connection that transcends the usual political boundaries of party, ideology, and identity.**



Over the course of more than two decades providing research that helps pass elementary school district bond measures, FM3 has developed a portfolio of highly effective themes that leverage voters' deeply held concern for the wellbeing of young children which we test as part of our survey research. Some key thematic elements for successful elementary school district bond measures include: **(1)** ensuring school safety; **(2)** ensuring safe drinking water; **(3)** conducting basic health and safety repairs such as replacing leaky roofs and removing asbestos; **(4)** providing classroom space for reducing class sizes; and **(5)** providing access to computers, information technology, and STEM instruction. It is also crucial to find themes that resonate with voters who do not have children at Cold Spring School, such as the impact of quality schools on property values and the fiscal accountability provisions that will be built into the measure.

**Figure 2** below illustrates FM3's successful bond measures for California elementary school districts over the past two decades.

**Figure 2: FM3 Successful Elementary School District Bond Measures**

Agency	Measure	Total Authorization	Election
Del Mar Union School District	Proposition MM	\$186 million	November 2018
Grass Valley School District	Measure D	\$18.8 million	June 2018
Ravenswood City School District	Measure S	\$70 million	June 2018
Bakersfield City School District	Measure N	\$110 million	November 2016
Etiwanda School District	Measure I	\$137 million	November 2016
Mountain View School District	Measure SS	\$57 million	November 2016
Ontario-Montclair School District	Measure K	\$150 million	November 2016
Ravenswood City School District	Measure H	\$26 million	June 2016
Mountain View School District SFID-2	Measure W	\$171 million	April 2015
Central School District	Measure N	\$35 million	November 2014
Evergreen School District	Measure M	\$100 million	November 2014
Rosemead School District	Measure RS	\$30 million	November 2014
Merced City School District	Measure M	\$60 million	June 2014
Spreckles Union School District	Measure B	\$7 million	November 2012
Helendale School District	Measure X	\$20 million	November 2008
Victor Elementary School District	Measure E	\$150 million	November 2008
Westminster School District	Measure O	\$130 million	November 2008
Alisal Union School District	Measure A	\$90 million	November 2006
Perris Elementary School District	Measure S	\$25 million	November 2006
Chula Vista Elementary School District	Proposition JJ	\$95 million	November 1998
South Bay Union School District	Proposition B	\$8.5 million	March 1997



## 1.4 Overcoming Uncertainty Regarding AB-195

In 2018, California school districts and other local agencies needed to follow strict new requirements when drafting ballot label language for bond measures. Those requirements remain in place today, but there is a possibility they will be suspended or ended for the 2020 election cycle. Assembly Bill 195 (AB-195), a state law enacted in 2017, mandates that ballot labels for local bonds include detailed figures about not only the total authorization amount, but also the rate and duration of the resulting property tax increase – information that, when displayed so prominently, can prove confusing to voters and adversely impact bond measure viability (see Figure 3 below).

**Figure 3: AB195 Compliant Ballot Language vs. Pre-AB195 Ballot Language**

<b>Pre-AB195:</b> <i>(Tested July 2016)</i>	<b>AB-195 Compliant:</b> <i>(Tested January 2018)</i>
<p>To expand science, technology, engineering and math (STEM) classrooms throughout the District; improve fire safety and security systems; acquire, construct/ repair classrooms and school facilities; replace deteriorating roofs; and upgrade electrical systems for modern technology; shall XXX Unified School District issue \$165.3 million of bonds with interest rates below legal limits, annual audits, independent citizen oversight and all funds spent locally and not taken by the State and spent elsewhere?</p>	<p>To improve neighborhood schools by upgrading academic, vocational/career, engineering, science, technology classrooms; Improving school fire/safety systems; Repairing deteriorating classrooms, plumbing, roofs; Shall XXX Unified School District issue \$150 million dollars in bonds at legal rates under a no-tax-rate-increase financing plan, estimated repayment of \$650,000 to \$16.5 million raised annually for approximately twenty-two years, projected tax rates of point six to six cents per one hundred dollars of assessed valuation, independent audits/citizens' oversight, no money for administrators?</p>
<p><b>Polling Result: <u>66% Yes</u></b></p>	<p><b>Polling Result: <u>55% Yes</u></b></p>

However, **whether AB-195 will continue to be in effect long enough to impact the 2020 election is, as of this writing, the subject of significant uncertainty.** In our capacity as the primary research firm for California's Coalition for Adequate School Housing, FM3 is currently assisting with an intense, ongoing advocacy effort aimed at securing repeal of AB-195 through the state legislature. To mitigate against this uncertainty, particularly in light of the significant negative impact on electoral viability produced by adopting AB-195-compliant ballot label language (as demonstrated by FM3's research), **some of our clients opted to develop—and secure Board approval for—two parallel versions of the 75-word ballot label language for their 2018 and/or 2020 bond measures: one version that is compliant with AB-195, and the other non-compliant—to be used in the event of a timely AB-195 repeal.**

In this environment, **FM3's research will help the Cold Spring School District overcome potential obstacles by identifying the strongest possible ballot label language for the District's bond measure (maximizing its public support and electoral viability) under both legal scenarios.** Our team provided research for more than a dozen



successful local bond measures using AB-195-compliant ballot language in 2018; we are currently working with numerous school districts and other local agencies throughout the state that are facing this same challenge regarding anticipated 2020 bond measures. Therefore, Cold Spring School District will benefit from our knowledge of the types of AB-195-compliant ballot label language that have been demonstrated to maximize bond measure viability in other jurisdictions.

### 1.5 Experience Conducting Accurate Research in Modestly Sized Electorates

With a total of just 1,738 registered voters in the Cold Spring School District, conducting a voter opinion survey that is both statistically reliable and generalizable to the broader electorate will require the research team to overcome a specific set of challenges. In the current communications environment, securing adequate participation from respondents presents an ever-growing challenge for research organizations of all types – a challenge that is exacerbated in instances when the population of interest presents a relatively small number of potential respondents to begin with. To overcome this, FM3 uses a set of protocols developed by our firm to ensure that our surveys achieve a high response rate and a sufficient level of valid responses.

**FM3 has successfully conducted research in dozens of communities and school districts similar in size to Cold Spring School District.** Over the course of more than three decades working in these communities, our firm has developed a unique set of protocols which ensure that our surveys achieve an adequate sample size even when the pool of registered voters in the subject jurisdiction is small. Some of these protocols are very simple (such as arranging call-back appointments for potential respondents who are willing to take the survey but are unable to do so when initially reached); some are slightly more involved, such as matching residents' names with current email addresses and telephone numbers (landline and cellular) that are accessible through commercially obtainable consumer records so that residents who have recently changed their email address or telephone number are able to participate in the survey; and others are more complex, such as utilizing FM3's innovative dual-mode internet-telephone data collection methodology which is described in detail in **Section 2** of this proposal. These protocols have enabled FM3 to maintain incidence rates—the willingness of eligible respondents to take our surveys—that are above the industry standard since the firm's inception.

A partial listing of California school districts with electorates roughly similar in size to that of Cold Spring School District (or smaller) which have utilized FM3's research services to pass a school finance measure since 2008 includes: **Barstow Unified School District, Carpinteria Unified School District, Caruthers Unified School District** (two measures), **Duarte Unified School District, Firebaugh-Las Deltas Unified School District, Golden Plains Unified School District, Helendale School District, Los Banos Unified School District, Rosemead School District, Spreckels Union School District, and St. Helena Unified School District.** Similarly, California cities of analogous size that have utilized FM3's research and consulting services to help pass local finance measures include **Big Bear Lake, Canyon Lake** (two measures), **Capitola** (two measures), **Carpinteria** (two measures), **Clearlake, Cloverdale, Commerce, Cotati** (two measures), **Delano** (two measures), **East Palo Alto** (two measures), **Grover Beach** (three measures), **Healdsburg, Kingsburg, Lakeport, Larkspur** (two measures), **Marina, Morro Bay, San Anselmo, Sanger** (two measures), **Santa Fe Springs** (two measures), **Santa Paula** (two measures), **Seaside** (three measures), **St. Helena,** and **Wasco,** among other communities.





## 1.6 Experience with Cumulative Finance Measures

FM3 specializes in helping our school district and other public agency clients secure voter approval for multiple local finance measures over a relatively short period of time – including in many cases (most recently for the **South Monterey County Joint Union High School District** and the **Santa Barbara Unified School District**) **passing multiple measures on the same ballot**. Strategies we have successfully deployed on behalf of other school district clients include using **unique messaging language, such as framing sequential finance measures as part of a multi-phase strategy by the District** to address its facility and/or operational funding needs. **Given that Cold Spring School District property owners are continuing to pay off the bonded debt authorized in 2008 by Measure C, we anticipate that these specialized capabilities are likely to prove both relevant and useful for the District's research.** FM3's K-12 local school district clients in California that have utilized our research and consulting services to help pass multiple local finance measure are listed by **Figure 4** below.

**Figure 4: FM3 Multiple Finance Measure School District Clients**

District	Measures
Los Angeles USD	Five Bonds
Santa Monica-Malibu USD	Three Parcel Taxes & Two Bonds
San Diego USD	Four Bonds
Evergreen SD	Three Parcel Taxes, One Bond
Tahoe Truckee USD	Two Parcel Taxes, Two Bonds
Arcadia USD	Two Parcel Taxes, One Bond
Ravenswood City SD	Two Bonds, One Parcel Tax
Fresno USD	Three Bonds
Sanger USD	Three Bonds
Alhambra USD	Two Bonds
Norwalk La Mirada USD	Two Bonds
Salinas Union HSD	Two Bonds
Healdsburg USD	Two Bonds
San Bernardino City USD	Two Bonds
Clovis USD	Two Bonds
Walnut USD	Two Bonds
Corona-Norco USD	Two Bonds
Modesto City USD	Two Bonds
Long Beach USD	Two Bonds
Caruthers USD	Two Bonds
Paramount USD	Two Bonds
Santa Barbara USD	Two Bonds
Placer UHSD	Two Bonds
Hemet USD	Two Bonds
Natomas USD	Two Bonds
South Monterey County JUHSD	Two Bonds
Berkeley USD	One Parcel Tax, One Bond



## 2 METHODOLOGICAL CONSIDERATIONS

### 2.1 Dual Mode Interviewing

Our team recommends the adoption of a **dual-mode, online and telephone (landline and wireless) interviewing methodology**, as the last several years have ushered significant changes in the ways many Americans use telephones and other communication technologies. The dramatic rise in the use of caller I.D. and similar features has led to an unprecedented increase in individuals screening their calls. At the same time, the use and prevalence of the internet has exploded as an ever-increasing proportion of the population has access through their smartphone or another mobile device. These changes have had a significant impact on the discipline of public opinion research. While the traditional methodology of conducting randomized telephone surveys continues to provide highly accurate data on public sentiments in a cost-effective manner, the rise of call-screening behavior presents growing challenges.

The contemporary approach for gathering statistically reliable data is to employ the traditional telephone survey methodology alongside the latest online survey applications. Combining the data from the telephone and online surveys produces an **all-inclusive, representative sample of the population of interest**. Though a relatively recent innovation, FM3's dual mode surveys demonstrated their precision over the course of the 2016, 2017, 2018, and 2019 election cycles, helping guide **more than 100 local ballot measures to victory for agencies throughout California – with the final results for nearly every measure falling within the margin of sampling error designated by our survey.**

### 2.2 Survey Sample

With a total of just 1,738 registered voters, the Cold Spring School District has a modestly sized electorate. **For an electorate your size, given current survey participation rates, FM3 believes a survey with a sample size of between 100 and 300 interviews is realistic** for the District. FM3 will make every effort - and leverage our considerable expertise in surveying jurisdictions with modestly sized populations - to complete as many survey interviews possible, as a larger sample size will provide a greater degree of accuracy for the survey results.





### 3 PROPOSED RESEARCH SPECIFICATIONS AND ESTIMATED COSTS

<b>Research Methodology</b>	Dual-mode voter survey
<b>Data Collection Mode</b>	Telephone and online interviews
<b>Respondent Contact Method</b>	Telephone calls & Email invitations
<b>Sample</b>	100-300 Cold Spring School District registered voters
<b>Margin of Sampling Error</b>	<p>±5.7 percent in 95 out of 100 cases for a sample of 300 interviews</p> <p>±6.9 percent in 95 out of 100 cases for a sample of 200 interviews</p> <p>±9.8 percent in 95 out of 100 cases for a sample of 100 interviews</p>
<b>Questionnaire</b>	15- to 20-minute survey, featuring between 45 and 70 unique questions (including battery question items)
<b>Language</b>	Interviews will be conducted in English
<b>Deliverables</b>	<p>Following the completion of the survey, we will provide:</p> <ul style="list-style-type: none"> <li>➤ A questionnaire with the topline results of the survey for easy reference</li> <li>➤ A complete set of crosstabs in an easy-to-read, comprehensive format</li> <li>➤ Verbatim responses to any open-ended questions</li> <li>➤ A complete analysis of survey results in PowerPoint</li> <li>➤ A presentation of the survey results</li> </ul>

FM3 will also be available for ongoing consultation and any further analysis of the research.

**Cost** **Figure 5** below contains the total estimated costs for this research. These prices are comprehensive, and include all costs for questionnaire design, sample acquisition and preparation, programming, email invitations, survey hosting, telephone interviewing, data entry and analysis, and reporting.

**Figure 5: Estimated Survey Costs**

Survey Length	100 Interviews	200 Interviews	300 Interviews
15 minutes	\$20,850	\$22,500	\$24,500
20 minutes	\$21,750	\$23,850	\$25,850



We would welcome the opportunity to work with you on this research. If you have any questions or if there is any further information we can provide, please do not hesitate to contact us. Thank you for your consideration, and you may reach us in our Los Angeles office as follows:

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# **APPENDIX:**

## **FM3 SUCCESSFUL EDUCATION FUNDING BALLOT MEASURES**

## SUCCESSFUL EDUCATION FINANCING MEASURES

### Statewide Education Measures

"Yes" on Proposition 51 (CA)	\$9 Billion K-14 Bond	November 2016
"Yes" on Proposition 55 (CA)	\$12.3 Billion K-12 Bond	March 2004
"Yes" on Proposition 39 (CA)	Lowered vote threshold for education bonds to 55%	November 2000
"No" on Proposition 38 (CA)	School Vouchers	November 2000
"Yes" on Proposition 1A (CA)	\$9.2 Billion K-12 Bond	November 1998
"No" on Proposition 8 (CA)	Governor Pete Wilson's Education Finance Initiative	November 1998
"Yes" on Proposition 155 (CA)	\$900 Million School Facility Bond Act	November 1992
"Yes" on Proposition 152 (CA)	\$1.9 Billion School Facility Bond	June 1992
"Yes" on Proposition 153 (CA)	\$900 Million Higher Ed. Bond Act	June 1992
"Yes" on Proposition 121 (CA)	\$450 Million School Facility Bond	June 1990
"Yes" on Proposition 98 (CA)	Guarantees state funding for schools and community colleges	June 1988

### Community College Measures

Mount San Antonio Community College District (CA), Measure GO	\$750 Million Bond	November 2018
Chaffey Community College District (CA), Measure P	\$700 Million Bond	November 2018
Butte-Glenn Community College District (CA), Measure J	\$190 Million Bond	November 2016
Glendale Community College District (CA), Measure GC	\$325 Million Bond	November 2016
Kern Community College District (CA), Measure J	\$502.8 Million Bond	November 2016
Los Angeles Community College District (CA), Measure CC	\$3300 Million Bond	November 2016
San Jose-Evergreen Community College District, Measure X	\$748 Million Bond	November 2016
Southwestern Community College District, Proposition Z	\$400 Million Bond	November 2016
State Center Community College District (CA), Measure C	\$485 Million Bond	June 2016
Long Beach Community College District (CA), Measure LB	\$850 Million Bond	June 2016
Chabot-Las Positas Community College District (CA), Measure A	\$950 Million Bond	June 2016
Compton Community College District (CA), Measure C	\$100 Million Bond	November 2014
Lake Tahoe Community College District (CA), Measure F	\$55 Million Bond	November 2014
Mt. San Jacinto Community College District (CA), Measure AA	\$295 Million Bond	November 2014
North Orange County Community College District (CA), Measure J	\$574 Million Bond	November 2014
San Luis Obispo Community College District (CA), Measure L-14	\$275 Million Bond	November 2014
Santa Rosa Jr. College District (CA), Measure H	\$410 Million Bond	November 2014
Coast Community College District (CA), Measure M	\$698 Million Bond	November 2012
Solano Community College District (CA), Measure Q	\$348 Million Bond	November 2012
Fox Valley Technical College District (WI)	\$66.5 Million Bond	April 2012
Madison Area Technical College District (WI)	\$133.7 Million Bond	November 2010
Ohlone Community College District (CA), Measure G	\$349 Million Bond	November 2010
Los Angeles Community College District (CA), Measure J	\$3500 Million Bond	November 2008
Mount San Antonio Community College District (CA), Measure RR	\$353 Million Bond	November 2008
Southwestern Community College District (CA), Proposition R	\$389 Million Bond	November 2008
College of the Canyons Community College District (CA) Measure M	\$160 Million Bond	November 2006
College of the Sequoias Community College District (CA) Measure C	\$22 Million Bond	November 2006
San Diego Community College District (CA): Proposition N	\$870 Million Bond	November 2006
Yosemite Community College District, Measure E	\$326 Million Bond	November 2004
West Valley Mission Community College District, Measure H	\$235 Million Bond	November 2004
Chabot-Las Positas Community College District (CA), Measure B	\$498 Million Bond	March 2004
Gavilan Joint Community College District (CA), Measure E	\$108 Million Bond	March 2004
Rio Hondo Community College District (CA), Measure A	\$245 Million Bond	March 2004
San Joaquin Delta Community College District (CA), Measure L	\$250 Million Bond	March 2004
Los Angeles Community College District (CA), Proposition AA	\$980 Million Bond	May 2003
Coast Community College District (CA), Measure C	\$370 Million Bond	November 2002
Compton Community College District (CA), Measure CC	\$100 Million Bond	November 2002

**SUCCESSFUL EDUCATION FINANCING MEASURES****Community College Measures (Continued)**

San Diego Community College District (CA), Proposition S	\$685 Million Bond	November 2002
El Camino Community College District (CA), Measure E	\$394.5 Million Bond	November 2002
Grossmont-Cuyamaca Community College District (CA), Proposition R	\$207 Million Bond	November 2002
Hartnell Community College District (CA), Measure H	\$131 Million Bond	November 2002
Kern Community College District (CA), Measure G	\$180 Million Bond	November 2002
Napa Valley Community College District (CA), Measure N	\$133.8 Million Bond	November 2002
Rancho Santiago Community College District (CA), Measure E	\$337 Million Bond	November 2002
State Center Community College District (CA), Measure E	\$161 Million Bond	November 2002
Butte-Glenn Community College District (CA), Measure A	\$84.9 Million Bond	March 2002
Contra Costa Community College District (CA), Measure A	\$120 Million Bond	March 2002
Fremont-Newark Community College District (CA), Measure A	\$150 Million Bond	March 2002
Glendale Community College District (CA)	\$98 Million Bond	March 2002
Sonoma County Junior College District (CA), Measure A	\$251 Million Bond	March 2002
Santa Monica Community College (CA), Measure U	\$160 Million Bond	March 2002
Ventura County Community College District (CA), Measure S	\$356 Million Bond	March 2002
Los Angeles Community College District (CA), Proposition A	\$1200 Million Bond	April 2001
Waukesha County Technical College District (WI)	\$30 Million Bond	April 1999
Southwestern Community College District (CA), Proposition AA	\$89.3 Million Bond	November 2000
Maricopa Community College District (AZ)	\$380 Million Bond	November 1994
Santa Monica Community College (CA)	\$23 Million Bond	November 1992

**K-12 School Bonds and Parcel Tax Measures**

El Monte Union High School District (CA), Measure HS	\$190 Million Bond	November 2018
Sanger Unified School District (CA), Measure B	\$70 Million Bond	November 2018
Placer Union High School District (CA), Measure G	\$42.1 Million Bond	November 2018
Placer Union High School District (CA), Measure D	\$40.3 Million Bond	November 2018
Natomas Unified School District (CA) Measure L	\$172 Million Bond	November 2018
South Monterey County Joint Union High School District (CA), Measure R	\$20 Million Bond	November 2018
South Monterey County Joint Union High School District (CA), Measure Q	\$20 Million Bond	November 2018
Hemet Unified School District (CA), Measure X	\$150 Million Bond	November 2018
San Diego Unified School District (CA), Proposition YY	\$3500 Million Bond	November 2018
Del Mar Union School District (CA), Proposition MM	\$186 Million Bond	November 2018
Vallejo City Unified School District (CA), Measure S	\$194 Million Bond	November 2018
Tahoe-Truckee Unified School District (CA) Measure AA	\$148/parcel tax	November 2018
Evergreen School District (CA), Measure EE	\$125/parcel tax	November 2018
Grass Valley School District (CA), Measure D	\$18.8 Million Bond	June 2018
Ravenswood City School District (CA), Measure S	\$70 Million Bond	June 2018
Ravenswood City School District (CA), Measure Q	\$196/parcel tax	June 2018
Manhattan Beach Unified School District (CA), Measure MB	\$225/parcel tax	June 2018
Westside Community Schools (NE)	\$8.75 Million Override	September 2017
Arcadia Unified School District (CA), Measure A	\$288/parcel tax	March 2017
Alhambra Unified School District (CA), Measure AE	\$110 Million Bond	November 2016
Alhambra Unified School District (CA), Measure HS	\$149 Million Bond	November 2016
Bakersfield City School District (CA), Measure N	\$110 Million Bond	November 2016
Barstow Unified School District (CA), Measure F	\$39 Million Bond	November 2016
Caruthers Unified School District (CA), Measure V	\$6 Million Bond	November 2016
Chino Valley Unified School District (CA), Measure G	\$750 Million Bond	November 2016
El Paso Independent School District (TX)	\$668.7 Million Bond	November 2016
Etiwanda School District (CA), Measure I	\$137 Million Bond	November 2016
Firebaugh-Las Deltas Unified School District (CA), Measure H	\$17 Million Bond	November 2016
Fresno Unified School District (CA), Measure X	\$225 Million Bond	November 2016
Hacienda-La Puente Unified School District (CA), Measure BB	\$148 Million Bond	November 2016
Kern High School District (CA), Measure K	\$280 Million Bond	November 2016
Lodi Unified School District (CA), Measure U	\$281 Million Bond	November 2016
Long Beach Unified School District (CA), Measure E	\$1500 Million Bond	November 2016
Mountain View Elementary School District (CA), Measure SS	\$57 Million Bond	November 2016

## SUCCESSFUL EDUCATION FINANCING MEASURES

**K-12 School Bonds and Parcel Tax Measures (Continued)**

Nevada Joint Union High School District (CA), Measure B	\$47 Million Bond	November 2016
Ontario-Montclair School District (CA), Measure K	\$150 Million Bond	November 2016
Paramount Unified School District (CA), Measure I	\$106 Million Bond	November 2016
Red Bluff Joint Union High School District (CA), Measure J	\$26 Million Bond	November 2016
Sanger Unified School District (CA), Measure A	\$60 Million Bond	November 2016
San Juan Unified School District (CA), Measure P	\$750 Million Bond	November 2016
Santa Barbara Unified School District (CA), Measure I-2016	\$135 Million Bond	November 2016
Santa Barbara Unified School District (CA), Measure J-2016	\$58 Million Bond	November 2016
Ravenswood City School District (CA), Measure H	\$26 Million Bond	June 2016
Montebello Unified School District (CA), Measure GS	\$300 Million Bond	June 2016
Central Union High School District (CA), Measure K	\$30 million Bond	June 2016
Livermore Valley Joint Unified School District (CA), Measure J	\$245 Million Bond	June 2016
Phoenix Union High School District (AZ), Question 210	\$15.3 Million Override	November 2015
Westside Community Schools (NE)	\$79.9 Million Bond	May 2015
Mountain View School District (CA) SFID2, Measure W	\$171 Million Bond	April 2015
Anaheim Union High District (CA), Measure H	\$249 Million Bond	November 2014
Carpinteria Unified School District (CA) Measure U2014	\$90 Million Bond	November 2014
Central School District (CA) Measure N	\$35 Million Bond	November 2014
Downey Unified School District (CA) Measure O	\$248 Million Bond	November 2014
Evergreen School District (CA) Measure M	\$100 Million Bond	November 2014
Golden Plains Unified School District (CA) Measure G	\$13 Million Bond	November 2014
Madison School District (AZ) Measure 38	\$95 Million Bond	November 2014
Manteca Unified School District (CA) Measure G	\$159 Million Bond	November 2014
Natomas Unified School District (CA) Measure J	\$129 Million Bond	November 2014
Norwalk La Mirada Unified School District (CA) Measure G	\$375 Million Bond	November 2014
Rosemead School District (CA) Measure RS	\$30 Million Bond	November 2014
Tahoe-Truckee Unified School District SFID2 (CA) Measure E	\$62 Million Bond	November 2014
Tahoe-Truckee Unified School District SFID1 (CA) Measure U	\$117 Million Bond	November 2014
Evergreen School District (CA) Measure H	\$100/parcel tax	June 2014
Merced City School District (CA) Measure M	\$60 Million Bond	June 2014
Caruthers Unified School District (CA) Measure M	\$12 Million Bond	November 2012
Chaffey Joint Union High School District (CA) Measure P	\$848 Million Bond	November 2012
Kings Canyon Unified School District (CA) Measure K	\$40 Million Bond	November 2012
Perris Union High School District (CA) Measure T	\$153.42 Million Bond	November 2012
San Bernardino Unified School District (CA) Measure N	\$250 Million Bond	November 2012
San Diego Unified School District (CA), Proposition Z	\$2800 Million Bond	November 2012
San Dieguito Union High School District (CA), Proposition AA	\$449 Million Bond	November 2012
Sanger Unified School District (CA) Measure S	\$50 Million Bond	November 2012
Santa Paula Unified School District (CA) Measure M	Reorganization	November 2012
Spreckels Union School District (CA) Measure B	\$7 Million Bond	November 2012
St. Helena Unified School District (CA) Measure C	\$30 Million Bond	November 2012
Clovis Unified School District (CA) Measure A	\$298 Million Bond	June 2012
Arcadia Unified School District (CA), Measure A	\$228/parcel tax	March 2012
San Francisco Unified School District (CA), Proposition A	\$531 Million Bond	November 2011
Tahoe Truckee Unified School District (CA), Measure A	\$135/parcel tax	March 2011
Duarte Unified School District (CA), Measure E	\$62 Million Bond	November 2010
Fresno Unified School District (CA), Measure Q	\$280 Million Bond	November 2010
San Marcos Unified School District (CA), Measure K	\$287 Million Bond	November 2010
Sonoma Valley Unified School District (CA), Measure H	\$40 Million Bond	November 2010
Coalinga-Huron Joint Unified School District (CA), Measure E	\$16.1 Million Bond	November 2010
Milpitas Unified School District (CA), Measure B	\$84/parcel tax	June 2010
Beaumont Unified School District (CA) Measure Z	\$125 Million Bond	November 2008
Ceres Unified School District (CA) Measure U	\$60 Million Bond	November 2008
Colton Unified School District (CA) Measure G	\$225 Million Bond	November 2008
Evergreen School District (CA) Measure T	\$90/parcel tax	November 2008
Franklin-McKinley School District (CA) Measure U	\$72/parcel tax	November 2008



## SUCCESSFUL EDUCATION FINANCING MEASURES

**K-12 School Bonds and Parcel Tax Measures (Continued)**

Helendale School District (CA) Measure X	\$20 Million Bond	November 2008
Long Beach Unified School District (CA) Measure K	\$1200 Million Bond	November 2008
Los Angeles Unified School District (CA) Measure Q	\$7000 Million Bond	November 2008
Manhattan Beach Unified School District (CA) Measure BB	\$67.48 Million Bond	November 2008
San Diego Unified School District (CA), Proposition S	\$2100 Million Bond	November 2008
Victor Elementary School District (CA), Measure E	\$150 Million Bond	November 2008
Victor Valley Union High School District (CA), Measure V	\$500 Million Bond	November 2008
Westminster School District (CA) Measure O	\$130 Million Bond	November 2008
Hayward Unified School District (CA) Measure I	\$205 Million Bond	June 2008
East Side Union High School District (CA) Measure E	\$349 Million Bond	February 2008
Los Banos Unified School District (CA) Measure K	\$44 Million Bond	February 2008
Walnut Unified School District (CA) Measure S	\$64.6 Million Bond	November 2007
Walnut Unified School District (CA) Measure Y	\$15.2 Million Bond	November 2007
Alisal Union School District (CA) Measure A	\$90 Million Bond	November 2006
Arcadia Unified School District (CA) Measure I	\$218 Million Bond	November 2006
Corona-Norco Unified School District (CA) Measure U	\$250 Million Bond	November 2006
Madera Unified School District (CA) Measure U	\$32.5 Million Bond	November 2006
Paramount Unified School District (CA) Measure AA	\$100 Million Bond	November 2006
Perris Elementary School District (CA) Measure S	\$25 Million Bond	November 2006
San Jacinto Unified School District (CA) Measure V	\$150 Million Bond	November 2006
Santa Monica-Malibu Unified School District (CA) Measure BB	\$268 Million Bond	November 2006
Sweetwater Union High School District (CA) Proposition O	\$644 Million Bond	November 2006
Fontana Unified School District (CA), Measure C	\$275 Million Bond	June 2006
Grant Joint Union High School District, Measure G	\$230 Million Bond	June 2006
Los Angeles Unified School District (CA) Measure Y	\$3985 Million Bond	November 2005
Alum Rock Union Elementary School District (CA), Measure R	\$100/parcel tax	November 2004
Hanford Joint Union High School District (CA), Measure K	\$196 Million Bond	November 2004
Fowler Unified School District (CA), Measure L	\$21 Million Bond	November 2004
Albany Unified School District (CA), Measure A	\$13 Million Bond	November 2004
Clovis Unified School District (CA), Measure A	\$168 Million Bond	March 2004
Saddleback Valley Unified School District (CA), Measure B	\$180 Million Bond	March 2004
San Bernardino City Unified School District (CA), Measure T	\$140 Million Bond	March 2004
Huntington Beach Union High School District (CA), Measure C	\$238 Million Bond	March 2004
Los Angeles Unified School District (CA), Measure R	\$3870 Million Bond	March 2004
Compton Unified School District (CA), Measure I	\$80 Million Bond	November 2002
Healdsburg Unified School District (High School Bond) (CA), Measure G	\$3.9 Million Bond	November 2002
Healdsburg Unified School District (Elementary School Bond) (CA), Measure H	\$18.8 Million Bond	November 2002
Los Angeles Unified School District (CA), Measure K	\$3300 Million Bond	November 2002
Norwalk La Mirada Unified School District (CA), Measure S	\$165 Million Bond	November 2002
Salinas Union High School District (Middle School) (CA), Measure M	\$37 Million Bond	November 2002
Fairfield-Suisun Unified School District (CA), Measure C	\$100 Million Bond	March 2002
Hemet Unified School District (CA), Measure E	\$60 Million Bond	March 2002
Placentia Yorba Linda Unified School District (CA), Measure Y	\$102 Million Bond	March 2002
Salinas Union High School District (High School Bond) (CA), Measure F	\$52 Million Bond	March 2002
Vista Unified School District (CA), Measure O	\$140 Million Bond	March 2002
West Contra Costa Unified School District (CA), Measure D	\$300 Million Bond	March 2002
Modesto City Schools (High School Bond) (CA), Measure T	\$65 Million Bond	November 2001
Modesto City Schools (Elementary School Bond) (CA), Measure S	\$17 Million Bond	November 2001
Santa Monica-Malibu Unified School District (CA), Measure Y	\$98/parcel Tax	November 2000
Capistrano Unified School District (CA), Measure A	\$85 Million Bond	November 1999
Santa Ana Unified School District (CA), Measure C	\$145 Million Bond	November 1999
Chula Vista Elementary School District (CA), Proposition JJ	\$95 Million Bond	November 1998
Conejo Valley Unified School District (CA), Measure R	\$88 Million Bond	November 1998
San Diego Unified School District (CA), Proposition MM	\$1500 Million Bond	November 1998
Dodge City Unified School District (KS), Question 443	\$45.5 Million Bond	May 1998
Corona-Norco Unified School District (CA), Measure C	\$65 Million Bond	April 1998

## SUCCESSFUL EDUCATION FINANCING MEASURES

### **K-12 School Bonds and Parcel Tax Measures (Continued)**

Elk Grove Unified School District (CA), Measure A	\$205 Million Bond	March 1998
Burbank Unified School District (CA), Measure B-97	\$112 Million Bond	April 1997
Los Angeles Unified School District (CA), Proposition BB	\$2400 Million Bond	April 1997
South Bay Union School District (CA), Proposition B	\$8.5 Million Bond	March 1997
Culver City Unified School District (CA), Measure T	\$40 Million Bond	November 1996
Jefferson Union High School District (CA), Measure G	\$30 Million Bond	November 1995
Scotts Valley Union School District (CA), Measure H	\$22.7 Million Bond	November 1994
Fresno Unified School District (CA) Measure A	\$215 Million Bond	March 1995
Berkeley Unified School District (CA), Measure B	\$.95/ft <sup>2</sup> residential; \$.14/ft <sup>2</sup> commercial Tax	November 1994
Oakland Unified School District (CA) Measure C	\$170 Million Bond	November 1994
Santa Monica-Malibu Unified School District (CA), Measure K	\$68/parcel Tax	November 1994
Berkeley Unified School District (CA), Measure A	\$158 Million Bond	November 1992
Palm Springs Unified School District (CA) Measure P	\$70 Million Bond	November 1992
Washoe County Unified School District (NV), School Bond Question	\$155 Million Bond	June 1992
Santa Monica-Malibu Unified School District (CA) Proposition ES	\$75 Million Bond	November 1990
Miami-Dade County Public Schools (FL), Educational Facilities Bond	\$980 Million Bond	November 1988
Santa Monica-Malibu Unified School District (CA), Measure TT	\$58/parcel Tax	November 1988



**CONFERENCE 11.C.**

**DATE:** August15, 2019

**TO:** Governance Board

**FROM:** Amy Alzina, Superintendent/Principal

**RE:** Presentation of the 2019-2020 Comprehensive Professional Learning Plan

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The Transitional Kindergarten through Sixth Grade, Professional Learning Plan is focused on Increasing Instructional Excellence, Capacity Building, and Student Achievement.

The Professional Learning Plan is designed to address Mathematics, Science, Technology, Writing 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 2019 spring teacher survey, LCAP survey, LCAP goals, and student achievement results recorded on the 2019 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.

**Cold Spring School District**  
**Transitional Kindergarten-Sixth Grade:**  
A Comprehensive  
Professional Learning Plan  
Focused on  
Increasing Instructional Excellence, Capacity Building, and  
Student Achievement  
*June 2019-June 2020*



## Overview

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 classroom experience and specialist program.
- Goal 3: Engage students, families and the community to promote student success.

The Professional Learning Plan is designed to address Mathematics, Science, Social/Emotional/Trauma Learning and Social Competence, English Language Arts and Formative 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 2019 Spring Teacher survey, LCAP survey, LCAP goals and student achievement results recorded on the 2019 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.

## 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.

**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 15, 2019

**Scope of Work:** All Teachers - Reading/Writing Workshop Planning Day with Literacy Partners (Full Day)

This planning day is designed to support teachers reading/writing workshop planning with year long plans, lessons, anchor charts and writing samples.

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

**Timing:** August 16, 2019

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

During the morning half of the day, the staff 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. In addition, the LCAP Goals for Student Achievement will be reviewed with the entire staff before teachers review the 2017-2018 CAASPP results. These CAASPP results will drive our conversation around formative assessments (2019-2020 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.

The Business Office, HR, Front Office/Purchasing and Facilities will present a department update with new protocols. The Superintendent/Principal will introduce the new Social/Emotional/Trauma Support Team as well as the Tiered Social-Emotional Intervention in a School-Wide RTI System as well as the Social Thinking Curriculum. All staff will be given curriculum materials and trained with how to implement the Social Behavior Mapping in the classroom. 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 2a: Social/Emotional/Trauma Learning and Social Competence**

**Timing:** June 2019-June 2020

**Scope of Work:** Three teacher leaders will serve on a Social-Emotional Intervention Team with myself, the school psychologist and three psychologist interns for the 2019-2020 school year. The teacher leaders will attend the [12th Annual Global Providers' Conference in San Francisco](#) on June 21st in order to learn best practices from districts that are implementing school wide Social Thinking practices that can then be brought back to our teachers and staff to create a K-6th grade systematic Social-Emotional Intervention RTI approach.

Teachers will be trained to:

1. Understand how *social risk* is different than *social discomfort* and why in treatment we encourage individuals to be *comfortable with discomfort*.
2. Understand why social anxiety is common in individuals on the autism spectrum and with ADHD who have solid social self-awareness.
3. Describe what is meant by acts of “micro-communication.”
4. Understand how the Emotion Syncing thinksheet guides individuals to embed emotional experiences into their conversational language.
5. Understand at least three clear steps for teaching students how to initiate peer-to-peer greetings to be perceived as approachable, and possibly friendly.
6. Understand and describe how to help students document the development of their *Social Operating System*.

## ✓ **Part 2b: GROW Training**

**Timing:** August 2, 2019; 8:30am-3:30pm

**Scope of Work:** This training is for new and returning staff supporting ED Program (i.e. Therapeutic Learning Programs, Therapeutic Learning Centers, and STEPS). Attendees will learn about the needs of this population and best practices in meeting these needs in an educational setting. An overview of the GROW (Growth Mindset, Resilience, Others-Centered, and Work Ethic) model will be provided, with an emphasis on social-emotional programming and behavioral support strategies. Administrative issues such as staff roles, classroom management strategies, barriers and benefits of staff collaboration will also be covered. Staff will have the opportunity to practice the skills taught in the training.

**Presenters:** Alison Lindsey & Rosy Bucio

## ✓ **Part 2c: Social/Emotional Learning and Social Competence**

**Timing:** August, 2019 - June, 2020

**Scope of Work:** Staff will participate in year-long professional learning centered around creating and sustaining a positive school-wide change through social thinking practices. Staff will learn strategies and activities to foster the development of social cognitive processing and responses; how we understand and address mental health, social-emotional behaviors, etc.

**The first three weeks of school:** Classroom teachers will introduce Social Behavior mapping the first three weeks of school using the [Social Behavior Mapping](#) book and chart. When using Social Behavior Mapping, teachers will focus more on the expected behaviors, less focus on the unexpected behaviors.

Teachers will begin with unexpected behaviors (these are obvious, observable, concrete) and then use those to identify the expected behaviors (these are often implicit, the absence of certain actions, etc).

## **SOCIAL BEHAVIOR MAPPING**

1. Identify situation and people
2. Identify unexpected behaviors (limit to 3-4, reframe to include category but eliminate silly details that are intended to be attention-getting)
3. Use unexpected behaviors to identify expected behaviors (limit to 3-4, state in the positive)
4. How we behave affects how others think and feel about us (teach emotional vocabulary as needed)
5. How we behave affects how others act and react to us
6. How we behave affects how we feel about ourselves
7. Sum it up - talk through the map. Pick one expected and one unexpected behavior to illustrate the social emotional chain reaction.

## **Social Behavior Mapping Goals for Implementation** (The Beginning Three Weeks of School)

### **Third-Sixth Grade Lessons**

- Computer Time at School
- Initiating Play with Others
- Silent Reading
- \*Participating in specialty classes (Music, Art, STEAM, P.E. etc.)
- During Recess
- Standing in Line
- Attitude in Class
- Classroom Participation
- Participating in Class Discussions
- Visiting the Bathroom During Class
- Choosing a Work Group in Class
- Working in a Small Group

## **Social Behavior Mapping Goals for Implementation**

### **(The Beginning Three Weeks of School)**

#### **Kindergarten-Second Grade Lessons**

- Initiating Play with Others
- During Recess
- Standing in Line
- Visiting the Bathroom During Class

## **TIERED SOCIAL-EMOTIONAL INTERVENTION IN A SCHOOL-WIDE RTI SYSTEM**

### **TIER 1 : Green (All Students)**

#### **ALL STUDENTS PARTICIPATE IN SCHOOL-WIDE EXPECTATIONS**

Implement Social Thinking Curriculum

#### **ALL TEACHERS**

- Everyone uses school-wide expectations using the social behavior mapping.

#### **CLASSROOM TEACHERS**

- Teach school-wide expectations using the agreed upon lessons from the social behavior mapping.
- Classroom Community: Class Meetings (weekly), Student Council participates in school-wide social emotional projects around monthly themes.
- School Community: Teachers work in collaboration with the Support Staff to support the social behavior plan
- Conflict Resolution- Restorative Approaches

#### **SUPPORT STAFF**

- Collaborate with classroom teachers
- Implement Social Behavior Plan (including mapping, vocabulary, cues) to support kids in and out of the classroom

#### **SPECIALIST TEACHERS**

- Reinforce Social Behavior Plan (including mapping, vocabulary, cues) to support kids

**ACTION:** Teacher-Student Conference - within the classroom

#### **POSSIBLE BEHAVIOR INTERVENTION**

- Behavior Map
- Conversation
- Redirection
- Agreements

#### **RECOGNITION**

- Weekly classroom recognition (2-3 students)
- Students of the Month (student selected - two)

#### **RESEARCH/REFERENCE**

[Alternatives to Sticks, Clips and Charts](#)



**TIER 2: Yellow****TARGETED STUDENT INTERVENTION AND SUPPORT**

**ACTIONS:** Teacher-Student-Parent Conference and Concern Notice

**POSSIBLE BEHAVIOR INTERVENTION**

- Problem solving plan - student completes Social Behavior Map (pg. xix)
- Walk/Drink
- Take a break - quiet/sensory activities/calm down bucket - Preteach how to use this area
  - Sage hugs
- Island (calm time place)
- OT/PT sensory diet
- Proximity
- Parent phone call
- Conference with student
- Conflict Resolution- Restorative Approaches

**POSSIBLE SOCIAL EMOTIONAL INTERVENTION**

- Counseling - small group 30 minutes (restorative approaches meeting in the classroom or with a psychologist, TOSA)

**TIER 3: Red****HIGHLY TARGETED STUDENT INTERVENTION**

**ACTIONS:** Teacher-Student-Parent-School Psychologist-Principal Conference and Behavior Plan

**BEHAVIOR INTERVENTION**

- Behavior Intervention Plan created
  - Very specific to student and needs
- Alternate Learning Area (School psychologist and/or TOSA, Dr. Alzina)
- Possible Suspension if legally appropriate

**SOCIAL EMOTIONAL INTERVENTION**

- Intervention Counseling - INDIVIDUAL 15MIN/Daily
- Small group 30 min/daily
- Small group 30 min / twice weekly
- Accessing community resources for targeted support
- Family Counseling

**Research Articles**

- Research articles to support evidence base for Social Thinking methodology and components
- [Social Thinking Evidence](#)
- Social Thinking Framework and Resources
- [Social Thinking Core Framework and Resources](#)
- [Early Intervention Instead of Suspension](#)

## **TIER 3**

### **HIGHLY TARGETED STUDENT INTERVENTION PLAN**

#### **BEHAVIOR INTERVENTION**

TEACHER-STUDENT-PARENT-SCHOOL PSYCHOLOGIST-PRINCIPAL CONFERENCE

BEHAVIOR INTERVENTION PLAN CREATED

ALTERNATE LEARNING AREA

SUSPENSION IF LEGALLY APPROPRIATE

#### **SOCIAL/EMOTIONAL INTERVENTION**

INDIVIDUAL COUNSELING

FAMILY COUNSELING

## **TIER 2**

### **TARGETED STUDENT INTERVENTION AND SUPPORT**

#### **BEHAVIOR INTERVENTION**

TEACHER-STUDENT-PARENT CONFERENCE

CONCERN NOTICE

RESTORATIVE APPROACHES

PROBLEM SOLVING PLAN

#### **SOCIAL/EMOTIONAL INTERVENTION**

COUNSELING

## **TIER 1**

### **ALL STUDENTS PARTICIPATE IN SCHOOL-WIDE EXPECTATIONS**

IMPLEMENT SOCIAL THINKING CURRICULUM

#### **BEHAVIOR INTERVENTION**

TEACHER TO STUDENT WITHIN THE CLASSROOM

#### **RECOGNITION**

WEEKLY CLASSROOM RECOGNITION

STUDENTS OF THE MONTH

## **TIERED SOCIAL-EMOTIONAL PYRAMID**

### ✓ **Part 3: Mathematics**

**Timing:** Fall 2019-Spring 2020

**Scope of Work:** All TK-6th grade teachers will continue to use their formative assessment data to collaborate and plan intervention lessons, target specific standards for individual students, with all Specialist teachers to promote and provide project based learning.

### ✓ **Part 4: Science**

**Timing:** Fall 2019-Spring 2020

**Scope of Work:** Teachers will continue to implement the Next Generation Science Standards, continue to develop their instructional strategies for effective science learning, and continue with the Amplify Science pilot in preparation for the approved and vetted science curriculum adoption. Once the vetted list is available on EdSource, the staff will engage in discussion around an official adoption.

**Timing:** Fall 2019-Spring 2020

**STEAM Scope of Work:** The STEAM teacher and technology teacher will collaborate 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:** November 5-6, 2019

**Scope of Work:** **All teachers will be encouraged to attend the** California NGSS Statewide Rollout: Environmental Literacy at the Ventura County Office of Education Conference & Educational Services Center.

**K-2 Teachers:** The Summit session aims to provide an example of how the EP&C's have been intentionally included into the curriculum for the Chemistry in the Earth System course. There will be a panel discussion, Q&A, and time to work in subject specific collaborative groups to think about how the EP&Cs can be addressed in your subject area.

**3-5 Teachers:** Participants will identify examples of local, relevant environmental phenomena to support student learning. Using a local environmental phenomenon, participants will learn a process to develop a student action centered 5E. Discuss your visions for global citizenry, how to use leverage points in the system and begin planning action steps toward that vision.

**Administrators** will begin together for an introduction on a classroom observation tool to use as they observe a grade span lesson. They will then join their grade span educators and will come back together for a debrief on what they notice and how they can instructionally support their teachers. I will be attending the Administrator strand.

**✓ Part 5: Writing**

**Timing:** Fall 2019-Spring 2020

**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:** June 2019

**Scope of Work:** A third grade teacher will be attending the Writing Workshop at Columbia University. The superintendent/principal and a fourth grade teacher will attend the Reading Workshop at Columbia University. The kindergarten teacher will attend the Literacy Partners Reading Workshop Advanced session in Southern California.

**✓ Part 6a: Formative Assessments**

**Timing:** August 2019-June 2020

**Scope of Work: Renaissance Learning STAR Reading and STAR Math Assessments**

All 1-6<sup>th</sup> 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.

**✓ Part 6b: Reading Comprehension Assessments**

**Timing:** August 2019-June 2020

**Scope of Work: Renaissance Learning Accelerated Reader (AR)**

All second-sixth grade students will participate 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: Weekly Wednesday Professional Development**

**Timing:** Fall 2019-Spring 2020

**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.

## Investment Summary

Component	Cost
<p><b>Part 1: Back to School PD</b>  <b>Timing:</b> August 16-17, 2017  <b>Scope of Work:</b> All TK-6 Elementary Teachers; 2 days.  <b>Scope of Work:</b> 4 summer days per teacher to plan curriculum @ \$120 per day.  <b>Scope of Work:</b> additional 2 summer days per teacher to plan curriculum if they are new to a grade level @ \$120 per day.</p>	<p>\$7,680 (4 -summer planning days for 16 teachers)  \$1,200 (2-additional planning days for five teachers)</p>
<p><b>Part 2: Social/Emotional/Trauma Learning and Social Competence</b>  <b>Timing:</b> June 2019  <b>Scope of Work:</b> Three teachers will attend the Social Thinking PD in San Francisco (\$2,400)  <b>Scope of Work:</b> The Superintendent will work with the Social/Emotional/Trauma team to select and purchase Social Thinking curriculum (\$10,000)  <b>Scope of Work:</b> Hire a 50% Social/Emotional/Trauma Learning TOSA (\$50,000)  <b>Scope of Work:</b> Hire a 20% School Psychologist (\$30,000)  <b>Scope of Work:</b> Hire three, third year doctoral school psychologist interns from UCSB (\$30,000)  <b>Scope of Work:</b> Provide additional compensation to certificated staff to develop and implement Social/Emotional/Trauma Learning Plan.  <b>Scope of Work:</b> Provide professional development to staff (\$30,000)  <b>Scope of Work:</b> Hire a BUOY Consultants to support SEL implementation (\$10,000)  <b>Scope of Work:</b> Parent Education (\$5,000)  <b>Scope of Work:</b> Provide counseling support to 2018 CSS alumni and community members (\$10,000)  <b>Scope of Work:</b> Equipment and Materials - 3 laptops for staff and 3 ipads for students. (\$10,000)  <b>Scope of Work:</b> <b>TBD - \$9,600</b>  <b>*Project Serv Grant Funded - \$213,000</b></p>	<p>\$2,400 (Summer PD)  \$10,000 (Curriculum)  \$110,000 (Staff support - TOSA/Psychs)  \$16,000 (Add'l Comp for Cert)  \$10,000 (SEL BUOY Consultant)  \$30,000 (Staff PD)  \$5,000 (Parent Education)  \$10,000 (Outside counseling support for alumni and community members - 1 person)  \$10,000 (Equipment and Materials)</p>

<b>Part 3: Mathematics: Dreambox</b> <b>Timing:</b> August 2019-June 2020 <b>Scope of Work:</b> Teachers will implement Dreambox (K-4)	\$4,100 (K-4, Dreambox curr.)
<b>Part 3: Next Generation Science Standards</b> <b>Timing:</b> August 2019-June 2020 <b>Scope of Work:</b> Continue to Pilot Amplify Science Curriculum. <b>Scope of Work:</b> November PD and support for NGSS-aligned science curriculum. \$250 per teacher <b>Scope of Work:</b> CDE STEAM symposium (\$1,000 per teacher) <b>Scope of Work:</b> CUE conference (\$2,000 per teacher)	\$8,500 (PD) \$10,000 (curr.)
<b>Part 5: Writing/Reading Workshop</b> <b>Timing:</b> July 2019-June 2020 <b>Scope of Work:</b> <ul style="list-style-type: none"> <li>Two teachers and one superintendent/principal will receive 5 full-days of professional learning at Columbia University to support writing/reading workshop: (\$11,500)</li> <li>One kindergarten teacher will attend the Literacy partners Reading Workshop training (\$1,600)</li> <li>Literacy Partners will provide all teachers two days of coaching/planning support. Parents will receive a writing parent workshop in the evening.</li> </ul>	\$11,500 (Columbia University PD) \$1,600 (Summer Literacy Partners PD) \$10,500 (Literacy Partners PD contract)
<b>Part 7: Formative Assessments</b> <b>Timing:</b> August 2019-June 2020 <b>Scope of Work:</b> Renaissance Learning STAR Reading/STAR Math All 1-6 <sup>th</sup> grade students will take the multiple choice, 32-question, computer adaptive STAR Reading/STAR Math assessment five times throughout the school year. <b>Scope of Work:</b> Renaissance Learning STAR Early Literacy All kindergarten students will take the computer adaptive STAR Early Literacy Reading assessment every 4-6 weeks to progress monitor student growth and learning. <b>Scope of Work:</b> Renaissance Learning Accelerated Reader	\$4,700.00 (curr./assess.)



Second through sixth grade teachers will support student reading comprehension using the Accelerated Reader assessment system.	
<b>Part 8: Ongoing Professional Development</b> <b>Timing:</b> August 2018-2019 <b>Scope of Work: Wednesday Release</b> 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 3:00pm and occur every Wednesday.	\$0
<b>PD Total</b> <b>Staff (TOSA, Psych)</b> <b>Curr./Materials/Assessments</b> <b>SUB TOTAL</b> <b>Project Serv Grant</b> <b>General Fund Total</b>	\$94,380 (PD) \$130,000 (50% TOSA, Psychs, 1 counselor) \$ 38,800 (curr./materials/assessments) <b>\$263,180</b> <b>-\$203,400 (Project Serv)</b> <b>\$59,780</b>

# Professional Learning and Assessment Calendar

## 2019-2020

Month	Monday	Tuesday	Wednesday	Thursday	Friday
<b>June 17-21</b>	Literacy Partners Writing Workshop in Whittier	Literacy Partners Writing Workshop in Whittier	Literacy Partners Writing Workshop in Whittier	Literacy Partners Writing Workshop in Whittier	Social/Emotional Learning in SF
<b>June 24-28</b>	Columbia University, Teachers College Reading and Writing Conference	Columbia University, Teachers College Reading and Writing Conference	Columbia University, Teachers College Reading and Writing Conference	Columbia University, Teachers College Reading and Writing Conference	Columbia University, Teachers College Reading and Writing Conference
<b>July 1-5</b> *Optional four summer days to plan curr. for all teachers plus two additional days for teachers changing grade levels					
<b>July 8-12</b>					
<b>July 15-19</b>					
<b>July 22-26</b>					
<b>July/August 29-2</b>					SELPA GROW Training
<b>August 5-9</b>					
<b>August 12-16</b>				<b>PD:</b> All Teachers (Full-Day): <u>Agenda</u> Welcome Back, Reading/Writing Workshop Planning and Support with Literacy Partners	<b>PD:</b> All Teachers (Full-Day and Staff (Half-Day): <u>Morning Agenda</u> Mission, Vision, Goals and Core Commitments, Maintaining a positive school climate and culture, Review of student data, Social/Emotional Wellness <u>Afternoon Agenda</u>

					20-minute planning session with Classroom and Specialist Teachers
19-23 <b>1-6th STAR Reading/</b> <b>2-6th STAR Math</b> <b>Assessment Window</b>	Teacher and Staff Workday	<b>First Day of School</b> <b>Principal's Coffee</b>	PD: Back to School Night Expectations	Back to School Family Picnic, 5-7:30pm  Amy Attend SBCEO Curriculum Council in Buellton	
26-30 <b>1-6th STAR Reading/</b> <b>2-6th STAR Math</b> <b>Assessment Window</b> <b>TK/K/1: Star Early Literacy</b>			<b>Back to School Night 6-8pm</b>		Tony Thurmond comes to SB to meet with SB County Superintendents
<b>September 2-6</b> <b>TK/K/1: Star Early Literacy</b>	<b>*Labor Day</b>		<b>*Principal's Coffee:</b> <b>Social/Emotional/Trauma Support</b>  PD: Grade Level Vertical Alignment, K-2 and 3-6 <b>*Review STAR DATA</b> Intervention/Enrichment Planning		
9-13			PD: Common Grade Level Planning and PLC	Amy attend all SB County Superintendents Retreat in Pismo Beach	Amy attend all SB County Superintendents Retreat in Pismo Beach
16-20			PD: Social/Emotional Wellness		
23-27			PD: Review Safety Plan		

<b>September/October</b> 30-4		<b>*Principal's Coffee:</b> <b>Topic- SEL</b>	PD: Common Grade Level Planning and PLC		
	*6th grade @ Pali	*6th grade @ Pali	*6th grade @ Pali	*6th grade @ Pali	*6th grade @ Pali
7-11			PD: Cybersecurity and Common Sense Media Lessons <i>Planning Time in K-2 and 3-6 grade cohorts</i>		Amy attend all SB County Superintendents Meeting in Buellton
14-18			PD: *5th grade at CIMI	*5th grade at CIMI	*5th grade at CIMI
21-25	<b>NO SCHOOL for STUDENTS</b> PD: Writing Workshop Lessons Planning Time for Observations/ Coaching on the 22nd	Writing (Literacy Partners) Observations/Coaching <b>Parents Evening PD with Literacy Partners: The Writing Process</b>	PD: Social/Emotional Trauma Support		
28 -November 1 <b>1-6th STAR Reading/ 2-6th STAR Math Assessment Window TK/K/1: Star Early Literacy</b>			PD: LCAP and California Dashboard Update STEAM/Maker Faire Update Grade Level Vertical Alignment, K-2 and 3-6 <b>*Review STAR DATA</b> Intervention/ Enrichment Planning		
<b>November</b> 4-8		<b>Principal's Coffee:</b> <b>Topic - California Dashboard</b>	Amy attend ACSA Leadership Conference in SF	Amy attend ACSA Leadership Conference in SF	Amy attend ACSA Leadership Conference in SF
11-15	<b>*Veterans Day</b>		PD: Prepare for conferences		
18-22	Conference Week	Conference Week	Conference Week	Conference Week	Conference Week <b>Maker Faire</b>

25-29	<b>Fall Break</b>	<b>Fall Break</b>	<b>Fall Break</b>	<b>Fall Break Happy Thanksgiving!</b>	<b>Fall Break</b>
<b>December 2-6</b>	Amy attend SB County Superintendent's Meeting in Buellton	Principal's Coffee: Topic - Social/Emotional/ Trauma Team	PD: Fair Act/History		
9-13				<b>Winter Sing</b>	
16-20					
23-27	<b>Winter Break</b>	<b>Winter Break</b>	<b>Winter Break</b>	<b>Winter Break</b>	<b>Winter Break</b>
<b>December/January 30-3</b> <b>1-6th STAR Reading/ 1-6th STAR Math Assessment Window TK/K/1: Star Early Literacy *3-6th Grade Begin to Administer CAASPP Interim Assessments</b>	<b>*New Year's Eve</b>	<b>*New Year's Day</b>	<b>Winter Break</b>	<b>Winter Break</b>	<b>Winter Break</b>
6-10 <b>1-6th STAR Reading/ 1-6th STAR Math Assessment Window TK/K/1: Star Early Literacy</b>	Welcome Back	Principal's Coffee: Topic - LCAP Update and Safety Plan	PD: January 9th Events Social/Emotional/ Trauma Support	<b>Debris Flow Anniversary - Day of Kindness</b>  <b>*Library available for Community Counseling</b>	<b>*Library available for Community Counseling</b>
13-17	Amy attend SB County Superintendent's Meeting in Buellton		PD: Review STAR Data and Plan Intervention/ Enrichment Groups CAASPP Interim Assessments		
20-24	<b>*Martin Luther King Jr. Day</b>		PD: Common Grade Level Planning and PLC		

<b>January</b> 27-31		Amy attend ACSA Superintendents Symposium	Amy attend ACSA Superintendents Symposium	Amy attend ACSA Superintendents Symposium	Amy attend ACSA Superintendents Symposium
<b>February</b> 3-7 <b>*5th Grade PE Testing Begins</b>	Amy attend SB County Superintendent's Meeting in Buellton	<b>Principal's Coffee:</b> Topic TBD	PD: Social/Emotional Trauma Support		
10-14			PD: <b>Review Interim CAASPP Results</b>		<b>*Presidents' Holiday</b>
17-21	<b>* Presidents' Holiday</b>		PD: TBD		
24-28			PD: Common Grade Level Planning and PLC		
<b>March</b> 2-6 <b>1-6th STAR Reading/ 1-6th STAR Math Assessment Window TK/K/1: Star Early Literacy</b>	Amy attend SB County Superintendent's Meeting in Buellton	<b>Principal's Coffee:</b> Topic - LCAP	PD: LCAP/2020-2021 Budget LCAP Survey Input Meeting	Amy attend ACSA mid-state conference with Superintendents in SLO	Amy attend ACSA mid-state conference with Superintendents in SLO
<b>March</b> 9-13 <b>1-6th STAR Reading/ 1-6th STAR Math Assessment Window TK/K/1: Star Early Literacy</b>			PD: Grade Level Vertical Alignment, K-2 and 3-6 <b>*Review STAR DATA</b> Intervention/ Enrichment Planning		
<b>March</b> 16-20	Conference Week	Conference Week	Conference Week	Conference Week	Conference Week
<b>March</b> 23-27	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
<b>March/April</b> 30-3	<b>No School for Students Inservice for Teachers:</b>		PD: LCAP Annual Update and Input into 2019-2020 LCAP plan		
<b>April</b> 6-10		<b>Principal's Coffee:</b> SEL	PD: *Common Sense Media Lessons *Intervention Students and		

			Specialist Collaboration		
<b>April</b> 13-17			PD: Social/Emotional/ Trauma Support		
<b>April/May</b> 20-24			Earth Day PD: 3-6th grade CAASPP Training K-2nd grade - TBD		Arbor Day Assembly
<b>April/May</b> 27-1			PD: 3-6th grade CAASPP Training K-2nd grade - TBD		
<b>May</b> 4-8 <b>CAASPP Sped Testing Begins</b>	Amy attend SB County Superintendent's Meeting in Buellton	<b>NATIONAL TEACHER APPRECIATION DAY!</b>	Principal's Coffee: Topic: LCAP Survey results PD: Teacher Planning		
11-15 <b>CAASPP Testing ELA</b>			PD: End of Year Close Business Items	*Art Faire	
18-22 <b>CAASPP Testing Math</b>			PD: CAASPP/ LCAP		
25-29 <b>CAASPP Make-Up Testing &amp; 5th Grade Science Test</b>	<b>*Memorial Day</b>		PD: None  <b>South Coast Math Superbowl</b>	*6th Grade Play	*6th Grade Play
<b>June</b> 1-5	Amy attend SB County Superintendent's Meeting in Buellton		PD: None  <b>Beach Day</b>	<b>Last Day of School</b> *8:45am 6th grade Promotion *10:45am K-Promotion *11:45am dismissal	<b>Last Day for Staff</b>  *8:30am - All staff breakfast meeting





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## Checks Dated 07/01/2019 through 07/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Unpaid Tax	Expensed Amount	Check Amount
01-574272	07/03/2019	Advanced Solar Control Tinting	01-6200	Solar Tinting Project 19-04		10,465.00	10,465.00
01-574273	07/03/2019	Bay Alarm Company	01-5630	alarm monitoring fee		108.00	108.00
01-574274	07/03/2019	Channel Plumbing, Inc.	01-5800	plumbing services		320.00	320.00
01-574275	07/03/2019	Children's Creative Project	01-5850	visiting artist- italian street painting		370.00	370.00
01-574276	07/03/2019	Christy White Associates	01-5810	2017-2018 Measure C Bond Audit		2,000.00	2,000.00
01-574277	07/03/2019	Cox Communication-Org	01-5910	phone acct 001-3011-027175101		836.96	836.96
01-574278	07/03/2019	Found. for Edu. Administration	01-5220	2019 Leadership Summit -Alzina		857.00	857.00
01-574279	07/03/2019	Hayward Lumber	01-6200	prop 39 - materials		201.95	201.95
01-574280	07/03/2019	Jack's Bistro	01-5220	Teacher prof dvlpt food		610.61	610.61
01-574281	07/03/2019	Lenz Pest Control	01-5860	attic pest removal		375.00	375.00
01-574282	07/03/2019	Montecito Journal	01-5800	School Board Vacancy Posting		175.00	175.00
01-574283	07/03/2019	Office Depot, Inc.	01-4310	OFFICE DEPOT BLANKET PO 2018-19		264.39	264.39
01-574284	07/03/2019	Ritter Construction	01-6200	Insulation Project 19-03		20,366.50	20,366.50
01-574285	07/03/2019	SBCEO	01-5220	Professional Development for Staff - Technology		8,587.75	8,662.75
01-574285	07/03/2019	SBCEO	01-5220	Year End Workshop 2019		75.00	
01-574286	07/03/2019	Tri County Blinds And Drapes	01-5600	Window covering project 19-07		10,375.83	10,375.83
01-574287	07/03/2019	Vista Paint	01-4300	paint supplies		685.13	685.13
01-574288	07/03/2019	WONDER WORKSHOP	01-4400	Tech center pack - Robotics DASH		4,194.96	4,194.96
01-575306	07/10/2019	Disalvo, Sara	01-4310	Reimburse Drama Supplies		27.56	27.56
01-575307	07/10/2019	Grooms, Dalton	01-5860	Fingerprinting Reimbursement		20.00	20.00
01-575308	07/10/2019	O'Neill, Amber N	01-4310	Reimburse Art Supplies		50.18	50.18
01-575309	07/10/2019	Olson, Christian S	01-5860	Reimburse Fingerprinting		30.00	30.00
01-575310	07/10/2019	Pierce, Justin W	01-5220	Conference Reimbursement - Pierce		573.33	573.33
01-575311	07/10/2019	Thorpe, Johanna S	01-5220	Professional Development Reibursement - Thorpe		829.81	829.81
01-575312	07/10/2019	Big Coast Skylights	01-6200	Skylight project no 19-02		1,000.00	1,000.00
01-575313	07/10/2019	Department Of Justice	01-5860	fingerprinting services		224.00	224.00
01-575314	07/10/2019	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	Maintenance Supplies		870.24	870.24
01-575315	07/10/2019	Hayward Lumber	01-4300	Maintenance and Repair Supplies		59.55	59.55
01-575316	07/10/2019	Heinemann	01-4110	4TH GRADE WRITING		257.20	3,777.51
01-575316	07/10/2019	Heinemann	01-4210	4TH GRADE CURRICULUM		363.41	
01-575316	07/10/2019	Heinemann	01-4210	4th grade reading curriculum		285.90	
01-575316	07/10/2019	Heinemann	01-4210	CLASSROOM READERS 1ST GRADE		1,435.50	
01-575316	07/10/2019	Heinemann	01-4210	KINDERGARTEN READERS		1,435.50	
01-575317	07/10/2019	JULIE AVNIT, CONSULTANT	01-5850	Prop 39 consulting		280.00	280.00

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## Checks Dated 07/01/2019 through 07/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Unpaid Tax	Expensed Amount	Check Amount
01-575318	07/10/2019	Lenz Pest Control	01-5860	Landscape pest removal		280.00	280.00
01-575319	07/10/2019	Marborg Industries	01-5570	June 2019 Trash and Recycle		974.14	1,035.89
01-575319	07/10/2019	Marborg Industries	01-5570	Roll-Off Rental		61.75	
01-575320	07/10/2019	Mccormix Corp.	01-4300	Maintenance Supplies -Fuel		63.85	63.85
01-575321	07/10/2019	Montecito Water District	01-5530	June 2019 Water		1,776.70	1,776.70
01-575322	07/10/2019	ParentSquare Inc.	01-5835	Annual Subscription - ParentSquare Platform		1,199.00	1,199.00
01-575323	07/10/2019	S.B. Home Improvement Center	01-4300	Operations SUPplies -Hoses		156.18	156.18
01-575324	07/10/2019	SANTA BARBARA SURFACING, INC	01-5600	Floor Resurfacing project 19-05		3,026.24	7,940.00
01-575324	07/10/2019	SANTA BARBARA SURFACING, INC	21-6200	Floor Resurfacing project 19-05		4,913.76	
01-575325	07/10/2019	SBCEO	01-5220	Teacher Award Crystal Apple		360.00	360.00
01-575326	07/10/2019	School Specialty	01-4210	6TH GRADE EXPLODE THE CODE		1,422.58	1,422.58
01-575327	07/10/2019	SISC III	01-3401	July 2019 health Insurance		7,741.00	44,944.00
01-575327	07/10/2019	SISC III	01-9510	July 2019 health Insurance		37,203.00	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	6TH GRADE BOOKS		92.34	3,287.69
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	DR. ALZINA - GRADUATION BOOKS		196.20	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	GRADUATION FRAMES		159.96	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	MATH SUPER BOWL LUNCH		74.71	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	PRINCIPAL COFFEE		20.64	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	TRACK MEET LUNCH		239.77	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	Visa account credit to be re-assigned with backup		167.79-	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	CREDIT -TROTEC DOUBLE CHARGED REFUND		264.24-	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	FLOWERS 6TH GRADE PLAY		28.25	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	LAMINATOR PARTS		573.17	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	CONFRENCE TRAVE BECKI GONZALES (NARANJO)		814.00	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	Statewide Rollout Registration - Cold Spring School District		1,250.00	

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## Checks Dated 07/01/2019 through 07/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Unpaid Tax	Expensed Amount	Check Amount
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	TRAVEL INSURANCE		52.91	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5600	VIOLIN CHARGES		110.80	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5800	ICLOUD STORAGE		.99	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5800	SUBSCRIPTION		10.98	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5891	CREDIT -DISNEYLAND REFUND		115.00-	
01-575328	07/10/2019	U.S. BANK CORPORATE PAYMENT SY STEM	63-5860	KINDERLIME SUBSCRIPTION		210.00	
01-575329	07/10/2019	ULINE INC	01-4300	FACILITIES MAINTENANCE		394.44	394.44
01-575330	07/10/2019	Wells Fargo Vendor Fin Serv	01-5630	Copy Machine Lease Instalmt ID: 90136475269		850.00	1,051.19
01-575330	07/10/2019	Wells Fargo Vendor Fin Serv	01-5630	Copy Machine Lease Instalmt ID: 90136565879		201.19	
01-576241	07/17/2019	Naranjo, Rebecca E	01-5220	Conference expense reimbursement		478.21	478.21
01-576242	07/17/2019	Amplify Education, Inc.	01-4310	SCIENCE KITS 3RD GRADE		2,245.33	2,245.33
01-576243	07/17/2019	Carpinteria Valley Lumber	01-4300	Operations Supplies		77.77	77.77
01-576244	07/17/2019	Clear Blue Energy Corporation	01-6200	Prop 39 Lighting Improvement Project		16,587.12	16,587.12
01-576245	07/17/2019	Flooring by Adan	01-5600	install thresholds and carpet transitions in office		325.00	325.00
01-576246	07/17/2019	Hr Direct	01-5800	Admin services - Compliance Posters		94.81	94.81
01-576247	07/17/2019	Marborg Industries	01-5570	Roll Off Dumpster & Recycle		374.78	374.78
01-576248	07/17/2019	Schools for Sound Finance	01-5300	District Membership Dues		500.00	500.00
01-576249	07/17/2019	Sisc II Property & Liability	01-5400	Property and Liability Premium 2019-2020		19,679.46	19,679.46
01-576250	07/17/2019	Southern Ca Gas Company	01-5510	Gas June-July 2019		63.15	63.15
01-577171	07/24/2019	Gradias, Jean M	01-5220	Reimburse Professional Development Expenses		565.01	662.01
01-577171	07/24/2019	Gradias, Jean M	01-5800	Reimburse Lazer Printer Repair		97.00	
01-577172	07/24/2019	Accelerate Learning	01-4200	6th grade science - subscription renewal		30.04	256.79
01-577172	07/24/2019	Accelerate Learning	01-5835	6th grade science - subscription renewal		226.75	
01-577173	07/24/2019	Amplify Education, Inc.	01-4110	SCIENCE CURRICULUM CSS		15,874.34	15,874.34
01-577174	07/24/2019	Big Coast Skylights	01-6200	Skylight project no 19-02		24,346.50	24,346.50
01-577175	07/24/2019	Booksource	01-4110	4th grade reading books - not textbooks		664.05	664.05
01-577176	07/24/2019	CENTRAL COAST AUDIO VISUAL	01-6500	CLASSROOM PROJECTORS		17,826.97	25,000.00
01-577176	07/24/2019	CENTRAL COAST AUDIO VISUAL	01-9501	CLASSROOM PROJECTORS		1,029.94	

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01-577176	07/24/2019	CENTRAL COAST AUDIO VISUAL	25-6400	CLASSROOM PROJECTORS		5,807.56	
01-577176	07/24/2019	CENTRAL COAST AUDIO VISUAL	25-9501	CLASSROOM PROJECTORS		335.53	
01-577177	07/24/2019	Cox Communication-Org	01-5900	2019-2020 Cox Internet		575.10	575.10
01-577178	07/24/2019	Cox Communication-Org	01-5900	2019-2020 Cox Telephone		837.85	837.85
01-577179	07/24/2019	ELAN PUBLISHING COMPANY	01-4300	teacher dated lesson planners		72.08	72.08
01-577180	07/24/2019	MC GRAW HILL EDUCATION	01-4210	6TH GRADE READING KIT		1,173.07	1,173.07
01-577181	07/24/2019	Office Depot, Inc.	01-4300	1st grade classroom supplies - Francisco		943.07	2,495.28
01-577181	07/24/2019	Office Depot, Inc.	01-4300	2nd grade classroom supplies- Campbell		933.44	
01-577181	07/24/2019	Office Depot, Inc.	01-4300	Kindergarten Classroom Supplies		618.77	
01-577182	07/24/2019	Sansum Clinic Occpuational Med	01-5850	TB test - staff		26.00	26.00
01-577183	07/24/2019	Southern Ca Edison Company	01-5520	June 2019 Electricity		1,465.24	1,465.24
01-578102	07/31/2019	Disalvo, Sara	01-5220	Reimburse Social Thinking Institute Professional Development		399.99	399.99
01-578103	07/31/2019	Gradias, Jean M	01-4300	Gradias Steam Supplies reimbursement		32.87	32.87
01-578104	07/31/2019	Thorpe, Johanna S	01-4300	Thorpe classroom supplies reimbursemnt		421.29	445.25
01-578104	07/31/2019	Thorpe, Johanna S	01-5220	Thorpe reimburse Colombia University PD expenses		23.96	
01-578105	07/31/2019	ACSA	01-5300	Dr. Alzina ACSA Membership 2019-2020		1,857.40	1,857.40
01-578106	07/31/2019	Atkinson,Andelson,Loya,Ruud	01-5310	2018-2019 Consortium Membership -Client No 006288		750.00	750.00
01-578107	07/31/2019	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	School Operations- Supplies		374.08	374.08
01-578108	07/31/2019	LEARNING WITHOUT TEARS	01-4200	Kindergarten Classroom Supplies		328.52	621.31
01-578108	07/31/2019	LEARNING WITHOUT TEARS	01-4300	Kindergarten Classroom Supplies		292.79	
01-578109	07/31/2019	Pali Institute, Inc.	01-5891	Pali trip 2019-2020		3,637.50	3,637.50
01-578110	07/31/2019	Really Good Stuff, LLC	01-4200	Kindergarten Classroom Supplies		87.17	544.78
01-578110	07/31/2019	Really Good Stuff, LLC	01-4300	1st grade supplies - Carey & Francisco		175.41	
01-578110	07/31/2019	Really Good Stuff, LLC	01-4300	2nd grade supplies - Campbell		98.01	
01-578110	07/31/2019	Really Good Stuff, LLC	01-4300	Kindergarten Classroom Supplies		184.19	
01-578111	07/31/2019	Schoolmate	01-4300	Student Planners - Grades 3 - 6		423.50	423.50
01-578112	07/31/2019	Sisc II Property & Liability	01-5400	SISC II Special Education Coverage 2019-2020		1,220.00	1,220.00
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	MAINTENANCE PARTS		56.42	6,220.09
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	ALZINA - CONFRENCE STAY		2,114.04	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	Hotel Remove incidental items		157.53-	

ReqPay12x -

Checks

006 - Cold  
Spring  
School  
DistrictGenerated for  
Susan Robinson  
(06ROBINSONS)  
, Aug 5 2019

ReqPay12\_SBCE0x

ReqPay12x - Board Report of Checks with  
Comment

60 of 85

## Checks Dated 07/01/2019 through 07/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Unpaid Tax	Expensed Amount	Check Amount
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	ISHIKAWA - CONFRENCE STAY		789.00	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	PIERCE - CONFRENCE		194.01	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	THORPR - CONFRENCE STAY		1,626.58	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5800	SUBSCRIPTION		366.85	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5840	job posting		40.00	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5840	JOB POSTINGS		20.00	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5891	4TH OF JULY PARADE FEE		20.00	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-5891	KINDERGARTEN END OF YEAR EVENT		310.00	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	01-6200	SUPPLIES FOR ROOFING PROJECT		623.22	
01-578113	07/31/2019	U.S. BANK CORPORATE PAYMENT SY STEM	63-5860	SUBSCRIPTION		217.50	

ReqPay12x -

Checks

006 - Cold  
Spring  
School  
DistrictGenerated for  
Susan Robinson  
(06ROBINSONS)  
, Aug 5 2019

## Pay01a

## Payroll Summary by Org

Pay Date 07/31/2019

**EARNINGS by Earnings Code**

	Income	Adjustments
Regular	57,369.37	
<b>TOTAL</b>	<b>57,369.37</b>	

**EARNINGS by Group**

	Income	Adjustments
Base Pay	49,206.42	
Miscellaneous	8,162.95	
<b>TOTAL</b>	<b>57,369.37</b>	

**EARNINGS**

	Person Type	Female Employees
Certificated	4	19,750.97
Classified	14	37,618.40
<b>TOTAL</b>	<b>18</b>	<b>57,369.37</b>

**Vendor Summary for Pay Date 07/31/2019**

Vendor Checks	33.34	1
Vendor Liabilities	31,547.30-	18
	<b>31,513.96-</b>	<b>19</b>

**BALANCING DATA**

	111,366.29	Net Pay
Gross Earnings	57,369.37	53,996.92- Deductions
District Liability	22,482.96	22,482.96 Contributions
	<b>79,852.33</b>	<b>79,852.33</b>

**TAXES**

	Employee	Employer	Total	Subject Grosses
Federal Withholding	5,359.23		5,359.23	51,703.48
State Withholding	2,000.75		2,000.75	51,703.48
Social Security	2,270.65	2,270.65	4,541.30	36,623.21
Medicare	813.99	813.99	1,627.98	56,137.01
SUI		28.06	28.06	56,137.01
Workers' Comp		305.93	305.93	56,137.01
<b>SUBTOTAL</b>	<b>10,444.62</b>	<b>3,418.63</b>	<b>13,863.25</b>	

**REDUCTIONS**

	Employee	Employer	Total	Subject Grosses
PERS	497.51	1,401.60	1,899.11	7,107.18
PERS / 62	1,911.54	5,385.34	7,296.88	27,307.62
STRS / 60	2,024.48	3,377.41	5,401.89	19,750.97
Benefits	1,232.36		1,232.36	
<b>SUBTOTAL</b>	<b>5,665.89</b>	<b>10,164.35</b>	<b>15,830.24</b>	

**DEDUCTIONS**

	Employee	Employer	Total	Subject Grosses
Benefits		8,899.98	8,899.98	
Summer Savings	70,107.43-		70,107.43-	
<b>SUBTOTAL</b>	<b>70,107.43-</b>	<b>8,899.98</b>	<b>61,207.45-</b>	
<b>TOTALS</b>	<b>53,996.92-</b>	<b>22,482.96</b>	<b>31,513.96-</b>	

**Cancel/Reissue for Process Date 07/31/2019**

Reissued	
Cancel Checks	
Void ACH	

**NET**

Direct Deposits	98,495.48	24
Checks	12,870.81	13
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
<b>TOTAL</b>	<b>111,366.29</b>	<b>37</b>

Selection Grouped by Org, Filtered by (Org = 6, Starting Pay Date = 7/1/2019, Ending Pay Date = 7/31/2019)

ESCAPE ONLINE

Page 1 of 1



## Cold Spring Elementary School District

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

## Application and Agreement for Community Use of School Facilities and Grounds

## Event or Activity Information

## Single Event:

Date requested: \_\_\_\_\_

Exact Hours of Use: \_\_\_\_\_

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

## Recurring Event:

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

- ☐ Fall Quarter (Sept-Dec)  
☐ Winter Quarter (Jan-Mar)  
☐ Spring Quarter (April-Mid June)  
☐ Summer Quarter (Mid June -Aug)

Start Date: 9/3/2019 End Date: 5/19/20Days of Week: Tuesdays Exact Time of Day: 2:45 - 4:10

What Facility do you need? (Check all that apply)

- ☒ Auditorium    ☐ Classroom    ☐ Playground    ☐ Basketball Court    ☐ Kitchen  
☐ Library    ☐ Field    ☐ Baseball Field    ☐ Parking Lot    ☐ Bathrooms

## Applicant Information

Group Name: South Coast Karate Contact Name: Brian JordanAddress: 37 Six Flags Circle City & Zip: Buellton, CA 93427Phone: 805 687-5001 Email: SouthCoastKarate@gmail.comNumber of Participants: 10 - 30 Purpose: Educational & recreational "Kid Power" programIs the activity open to the general public? ☒ Yes ☐ NoIs Applicant a non-profit organization? ☐ Yes ☒ NoDoes your organization plan to charge an admission fee, collection of solicitation of funds? ☐ Yes ☐ No

I hereby certify that I have reviewed the **Use of School Facilities or Grounds Rules and Regulations** 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.

Applicant Signature: Brian Jordan Print: Brian JordanDate of Application: 8/6/19

This Application is not a valid permit until signed below.

## District Use Only

Administrator Approval: Dr. Amy M. Almeida Date: Aug. 9, 2019Fee Determination: ☐ Direct-Cost ☐ Fair RentalCertificate of Insurance: ☒ Verified & AttachedTotal Due: \$ 0

☒ Calendar check    ☒ Maintenance Director    ☒ Preliminary Approval    ☐ Board Approval

## Cold Spring Elementary School District

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

## Application and Agreement for Community Use of School Facilities and Grounds

## Event or Activity Information

## Single Event:

Date requested: \_\_\_\_\_

Exact Hours of Use: \_\_\_\_\_

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

## Recurring Event:

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

- ☒ Fall Quarter (Sept-Dec)  
☐ Winter Quarter (Jan-Mar)  
☐ Spring Quarter (April-Mid June)  
☐ Summer Quarter (Mid June -Aug)

Start Date: 8/13 End Date: 11/30Days of Week: TUES Exact Time of Day: 5:15 - 6:45

What Facility do you need? (Check all that apply)

- ☐ Auditorium ☒ Classroom ☐ Playground ☐ Basketball Court ☐ Kitchen  
☐ Library ☒ Field ☐ Baseball Field ☐ Parking Lot ☐ Bathrooms

## Applicant Information

Group Name: FRIDAY NIGHT LIGHTS Contact Name: ANDREW JAYEAddress: 1183 CAMINO VIEJO City & Zip: SB, CA 93108Phone: 805-788-6032 Email: ANDREWJAYE@GMAIL.COMNumber of Participants: 12 Purpose: FLAG FOOTBALL PRACTICEIs the activity open to the general public? ☐ Yes ☒ NoIs Applicant a non-profit organization? ☒ Yes ☐ NoDoes your organization plan to charge an admission fee, collection of solicitation of funds? ☐ Yes ☒ No

I hereby certify that I have reviewed the **Use of School Facilities or Grounds Rules and Regulations** 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.

Applicant Signature: [Signature] Print: ANDREW JAYEDate of Application: 8/8/19

This Application is not a valid permit until signed below.

## District Use Only

Administrator Approval: [Signature] Date: Aug 9, 2019Fee Determination: ☐ Direct-Cost ☐ Fair Rental Total Due: \$ 0Certificate of Insurance: ☒ Verified & Attached

☒ Calendar check ☒ Maintenance Director ☒ Preliminary Approval ☐ Board Approval



## Cold Spring Elementary School District

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

## Application and Agreement for Community Use of School Facilities and Grounds

## Event or Activity Information

## Single Event:

Date requested: \_\_\_\_\_

Exact Hours of Use: \_\_\_\_\_

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

## Recurring Event:

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

- ☐ Fall Quarter (Sept-Dec)  
☐ Winter Quarter (Jan-Mar)  
☐ Spring Quarter (April-Mid June)  
☐ Summer Quarter (Mid June -Aug)

Start Date: 8.14.2019 End Date: 11.8.2019Days of Week: Wed & Fri Exact Time of Day: 5PM-6PM

What Facility do you need? (Check all that apply)

- ☐ Auditorium    ☐ Classroom    ☐ Playground    ☐ Basketball Court    ☐ Kitchen  
☐ Library    ☐ Field    ☐ Baseball Field    ☐ Parking Lot    ☐ Bathrooms

## Applicant Information


Group Name: AYSO U10 Boys Cold Spring Contact Name: Jeff MetcalfeAddress: 801 Cold Spring Road City & Zip: Santa Barbara 93108Phone: 786-877-5375 Email: jeffmetcalfe@ravelresearch.comNumber of Participants: 15-20 Purpose: Soccer PracticeIs the activity open to the general public? ☐ Yes ☐ NoIs Applicant a non-profit organization? ☐ Yes ☐ NoDoes your organization plan to charge an admission fee, collection of solicitation of funds? ☐ Yes ☐ No

I hereby certify that I have reviewed the **Use of School Facilities or Grounds Rules and Regulations** 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.

Applicant Signature:  Print: Jeff MetcalfeDate of Application: 8.9.2019

This Application is not a valid permit until signed below.

## District Use Only

Administrator Approval:  Date: Aug. 9, 2019Fee Determination: ☐ Direct-Cost ☐ Fair Rental Total Due: \$ 0Certificate of Insurance: ☐ Verified & Attached

☒ Calendar check    ☒ Maintenance Director    ☒ Preliminary Approval    ☐ Board Approval

## Cold Spring Elementary School District

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

## Application and Agreement for Community Use of School Facilities and Grounds

## Event or Activity Information

## Single Event:

Date requested: 8/5/19Exact Hours of Use: 4-5

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

## Recurring Event:

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

- ☒ Fall Quarter (Sept-Dec)  
☐ Winter Quarter (Jan-Mar)  
☐ Spring Quarter (April-Mid June)  
☐ Summer Quarter (Mid June -Aug)

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Days of Week: W Exact Time of Day: 4-5

## What Facility do you need? (Check all that apply)

- ☐ Auditorium ☐ Classroom ☐ Playground ☐ Basketball Court ☐ Kitchen  
☐ Library ☒ Field ☐ Baseball Field ☐ Parking Lot ☐ Bathrooms

## Applicant Information

Group Name: ANZO Soccer Contact Name: Jennifer MillerAddress: \_\_\_\_\_ City & Zip: Santa Barbara 93108Phone: 805 794 4523 Email: millerjocano@cox.netNumber of Participants: 10 Purpose: practiceIs the activity open to the general public? ☐ Yes ☒ NoIs Applicant a non-profit organization? ☒ Yes ☐ NoDoes your organization plan to charge an admission fee, collection of solicitation of funds? ☐ Yes ☒ No

I hereby certify that I have reviewed the **Use of School Facilities or Grounds Rules and Regulations** 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.

Applicant Signature: [Signature] Print: Jennifer MillerDate of Application: 8/5/19

This Application is not a valid permit until signed below.

## District Use Only

Administrator Approval: Dr. Amy M. Alzima Date: Aug. 9, 2019Fee Determination: ☐ Direct-Cost ☐ Fair RentalTotal Due: \$ 0Certificate of Insurance: ☐ Verified & Attached

☒ Calendar check ☒ Maintenance Director ☒ Preliminary Approval ☐ Board Approval

## Cold Spring Elementary School District

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

## Application and Agreement for Community Use of School Facilities and Grounds

## Event or Activity Information

## Single Event:

Date requested: \_\_\_\_\_

Exact Hours of Use: \_\_\_\_\_

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

## Recurring Event:

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

- ☒ Fall Quarter (Sept-Dec)  
☐ Winter Quarter (Jan-Mar)  
☐ Spring Quarter (April-Mid June)  
☐ Summer Quarter (Mid June -Aug)

Start Date: 8/23 End Date: 11/15  
 Days of Week: Fri Exact Time of Day: 3:30 - 5:00pm

What Facility do you need? (Check all that apply)

- ☐ Auditorium ☒ Field ☐ Classroom ☐ Playground ☐ Basketball Court ☐ Kitchen  
☐ Library ☐ Baseball Field ☐ Parking Lot ☐ Bathrooms

## Applicant Information

Group Name: AYSO U12 Boys Team Contact Name: Angela D'Amour  
 Address: 1702 Mountain Ave City & Zip: Santa Barbara 93101  
 Phone: 805 722 5687 Email: adamour@westmont.edu  
 Number of Participants: 12 Purpose: Soccer Practice

Is the activity open to the general public? ☐ Yes ☒ NoIs Applicant a non-profit organization? ☒ Yes ☐ NoDoes your organization plan to charge an admission fee, collection of solicitation of funds? ☐ Yes ☒ No

I hereby certify that I have reviewed the *Use of School Facilities or Grounds Rules and Regulations* 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.

Applicant Signature: Angela D'Amour Print: Angela D'AmourDate of Application: 7/31/19

This Application is not a valid permit until signed below.

## District Use Only

Administrator Approval: Dr. Amy M. AlzimaDate: Aug 9, 2019Fee Determination: ☐ Direct-Cost ☐ Fair RentalTotal Due: \$ 0Certificate of Insurance: ☐ Verified & Attached☒ Calendar check☒ Maintenance Director☒ Preliminary Approval☐ Board Approval

**CONSENT AGENDA 12.C.**

**DATE:** August 15, 2019

**TO:** Governance Board

**FROM:** Amy Alzina, Superintendent/Principal

**RE:** Personnel Action Item

---

The following personnel items are submitted to the Board for approval and/or ratification.

**Reassignment / Certificated**

Name	Position	Effective Date
Misha Lewis	Reading Specialist 1.0	August 1, 2019

**Reduction / Certificated**

Name	Position	Effective Date
Sara DiSalvo	Music Specialist (Reduction .2 FTE of 1.0 FTE, .8 FTE Remaining)	August 1, 2019

**Assignment / Certificated**

Name	Position	Effective Date
Kori Gibson	Special Education Teacher, Temp .5 FTE/ Teacher on Special Assignment, Temp (Grant Funded) .5 FTE	August 1, 2019

**Reassignment / Classified**

Name	Position	Effective Date
Michelle Gross	Library Technician .30 FTE	August 1, 2019
Suzy Robinson	School Office Coordinator .30 FTE	August 1, 2019
Suzy Robinson	Business Office Coordinator .70F FTE	August 1, 2019

**Resignation / Reduction / Classified**

Name	Position	Effective Date
Roxana Williams	Instructional Aide .28 FTE reduction	August 1, 2019
Taylor Campbell	Dolphin Worker .34 FTE resignation	August 1, 2019

**Assignment / Classified**

Name	Position	Effective Date
Justin Claveria	Instrumental Band Instructor	August 1, 2019

Dr. Amy Alzina  
Superintendent/Principal  
2243 Sycamore Canyon Rd.  
Santa Barbara, CA 93108  
[aalzina@coldspringschool.net](mailto:aalzina@coldspringschool.net)  
805-969-2678

August 5, 2019

Dear Dr. Amy Alzina,

As a passionate music educator and choral conductor, I have an inexhaustible desire to continue advancing in my teaching and conducting skills in order to deliver the highest quality product to students in both the choral and classroom setting. I'm eager and ambitious to collaborate with other professionals in my field in order to make this growth mindset a reality. As providence would have it, I was recently offered a chance to intern in Los Angeles under Dr. Clayton Erb and Dr. Bill Brandenstein in choral conducting. One of these projects includes writing and developing an international children's choir curriculum that would be used across the globe for children in many countries. After teaching in Myanmar these past two summers, I've begun to see the need for creating and delivering such a curriculum and would welcome the chance to be involved. I believe these endeavors would benefit our students at Cold Spring School as we advance in developing a more multicultural and all-round excellent music and choral program.

In order to pursue these goals, I'm requesting my 100% FTE position be reduced to 80% for the 2019-2020 school year. As a specialist team, we have managed to schedule all the music classes for grades K-6 to fit into a Monday-Thursday schedule which allows our students to receive their regularly anticipated year-long music instruction. It also allows for some flexible scheduling on Fridays for other educational opportunities. I understand that once this is approved by the Board, there is no guarantee that my position will be increased back to 100% in the following school years.

Thank you for your continued support in heralding an outstanding music and drama program as one of the hallmarks of our school mission and LCAP goals. I look forward to a robust year of social thinking, music instruction, performances, and residencies at our remarkable Cold Spring School.

Gratefully,

Sara DiSalvo  
CSS Music Teacher  
[sdisalvo@coldspringschool.net](mailto:sdisalvo@coldspringschool.net)  
805-969-2678 x140

**SUPERINTENDENT REPORT 13.A.**

**DATE:** August 15, 2019  
**TO:** Governance Board  
**FROM:** Amy Alzina, Superintendent/Principal  
**RE:** Enrollment Report, Projected for 2019-20

---

**2019-2020 Student Enrollment**

<b>Grade/Teacher</b>	<b>Total Students</b>
K Ishikawa	18
1 <sup>ST</sup> Carey	13
1 <sup>st</sup> Francisco	13
2 <sup>ND</sup> Campbell	20
3 <sup>RD</sup> Callahan	16
3 <sup>RD</sup> Gonzales	16
4 <sup>th</sup> Thorpe	17
4 <sup>TH</sup> Pierce	15
5 <sup>TH</sup> Orwig/Wooten	23
6 <sup>TH</sup> Edwards	20
<b>Total</b>	171 Students

**Average Class Size**

<b>Grades</b>	<b>Students</b>	<b>Classes</b>	<b>Average</b>
K,1,2,3	96	6	16
4,5,6	75	4	18.75
K-6	171	10	17.1



**Safe Routes to School Traffic Safety Assessment**  
**Cold Spring School**  
**May 15, 2019**

**Attendees:** Amy Alzina- Principal/ Superintendent Cold Spring School (CSS), CSS parents- Woody Sears, Crystal Jensen, Marcelo Duarte, SB County Public Works- Chris Sneddon, Gary Smart, Cal Trans- Hallie Holden, COAST- Kim Stanley-Zimmerman

**Concerns and Observations:**

**Sycamore Canyon Road (SCR) and Cold Spring Road**

- No crosswalk on Cold Spring Road; three roads, three-way stop. Caltrans intersection, which would need to meet ADA requirements on both sides of the street if Caltrans was to improve it.
  - Ms. Holden talked about sight lines for drivers and ADA requirements for new crosswalks. Have there been pedestrian counts at this intersection?
  - Mr. Smart suggested at minimum moving the stop bar back for safer pedestrian crossing.





**Cold Spring Rd**

- Westmont students driving too fast on Cold Spring Road
- Pedestrian path on the east side of Cold Spring Rd is more like a gully right now. Families in attendance favor improving existing damaged path between school parking lot and Westmont.

**Sycamore Canyon Rd from Ashley to Barker Pass**

- Speeding traffic, lack of school zone signage
  - Parent requested a stop sign at Ashley to slow traffic down
  - Parents requested speed feedback signs along Sycamore Canyon as vehicles approach school zone

**Eucalyptus Hill and Sycamore Canyon Road**

- Right turn from SCR onto Eucalyptus Hill- cars speed
  - Can we shorten the width of Eucalyptus Hill Rd so kids don't have so far to cross? Can we add a crosswalk? These were agreeable ideas, but the County is short on funds. This would require grant funding and currently, most grants are awarded to underserved communities.

**Crosswalk on Sycamore Canyon at Barker Pass Rd**

- Push button on westside of crosswalk is too far away from the pedestrian. The ground between the corner and the crosswalk button is overgrown and uneven. At the very least, there needs to be a clear, wide, level path between the corner and the button.
  - Change location of push button, or install "remote" button?



### Barker Pass Rd

- At SCR: foliage needs to be trimmed- city water department?
- At SCR: path needs to be improved and foliage trimmed
- Doesn't feel like there's enough visual separation of pedestrian space vs street
  - Fog line is missing on west side of Barker Pass Rd
  - There was a partial curb on Barker Pass from SCR which increased the differentiation of space between pedestrian and car, but the curb only extended maybe 75 feet up the road. Can that curb continue further up Barker Pass to Sierra Vista?
- Barker Pass Rd needs a sign saying "Pedestrian Crossing Ahead"
- Barker Pass between Sycamore Canyon and Sierra Vista needs a clearer path, with weed abatement and hedges cut back. (575 Barker Pass hedge is growing into pedestrian space)



**Keeping current pathways cleared and maintained.** Prior CSS parents have constructed paths to encourage walking to school. It was suggested that the school could perhaps have a committee that maintains these paths. Lotusland is required to maintain a safe walking path around their property, including Ashley. Note: Montecito residents have complained that if walking spaces are cleared then parked cars will tend to park there. That's why plants have been grown next to the road to 1) create a visual barrier for drivers and 2) keep cars from parking in what appear to be "open" spaces.

This assessment did not include looking at the neighborhood around Westmont Road. There seems to be some possible pathways in this area making it possible for these families to walk to school.

**BUSINESS & FINANCE 14.A.**

**DATE:** August 15, 2019

**TO:** Governing Board

**FROM:** Yuri Calderon, CBO and General Counsel

**RE:** Review and Approval of FY 2019-20 Off-Campus Federal Work-Study Agreement with Westmont

---

Included in your packet is the Work-Study Agreement we enter into each year with Westmont College in an arrangement providing work for their students eligible to participate in this program.

The students provide valuable support services to the school staff and at the Dolphin Center After School Program. In the agreement, please note the role Cold Spring School District (the "Organization") plays in this arrangement.

**I recommend that the Board approve the 2019-20 Off- Campus Federal Work-Study Agreement with Westmont.**

OFF-CAMPUS FEDERAL WORK-STUDY AGREEMENT  
EFFECTIVE FOR ACADEMIC YEAR 2019-2020

This agreement is entered into between Westmont College, hereinafter known as the "Institution" and, Cold Spring Elementary and Dolphin Center hereinafter known as the "Organization," a federal, state, or municipal agency or a private nonprofit organization, for the purpose of providing work to students eligible to participate in the Federal Work-Study (FWS) Program.

The parties agree to and understand that work to be performed under this agreement is to be in the public interest, and which (1) will not result in the displacement of employed workers or impair existing contracts for services; (2) will be governed by such conditions of employment, including compensation, as will be appropriate and reasonable in light of such factors as type of work performed, geographical region and proficiency of the employee and as mutually agreed by the Institution and the Organization; (3) does not involve the construction, operation, or maintenance of so much of any facility as is used, or is to be used, for sectarian instruction or as a place of religious worship; and (4) does not involve any partisan or nonpartisan political activity associated with a candidate, or contending faction or group, in an election for public or party office.

FWS Employment Authorization Forms, signed by an authorized official of the Organization, and Job Description Forms, will set forth their hourly rates of pay, description of duties, and are considered part of this agreement.

During periods of regular enrollment, students employed under this agreement may work no **more than twenty (20) hours per week**. During holiday breaks, students may work forty (40) hours or more per week, and are entitled to overtime pay for any hours worked in excess of forty (40) per week.

Students can only be paid for hours actually worked, and may not be paid for lunch, vacation, holiday, sick days, or other hours not actually worked. When a student's accumulated gross earnings reach his/her Federal Work-Study Award, he/she must stop working under this agreement.

Students will be made available to the Organization by the Institution, as the Institution shall determine for performance of specific work assignments. Students may be removed from work on a particular assignment or from the Organization by the Institution, either on its own initiative or at the request of the Organization.

The Organization agrees that no student will be denied work or subjected to different treatment under this agreement on the grounds of race, color, religion, sex, or national origin, and that it will comply with the provisions of the Civil Rights Act of 1964 (P.L. 88-352; 78 Stat. 252) and the Regulation of the Department of Health, Education and Welfare which implement that act, and Title IX of the Education Amendments of 1972 (Pub. L. 92-318).

The Institution is considered the employer for purposes of this agreement. It has the ultimate right to control and direct the services of each student for the Organization. It has the responsibility to determine whether the students meet the eligibility requirements for employment under the Federal Work-Study Program, to assign students to work for the Organization, and reserves the right to determine whether students are performing appropriate



work. The Organization's right is limited to direction of the details and means by which the result is to be accomplished.

Transportation for students to and from their work assignments will not be provided by either the Institution or the Organization. In the event of injury incurred by a student employee while acting within the scope of his/her duties, the Institution shall assume responsibility as employer. Institution agrees to defend, indemnify and hold Organization harmless from and against work travel or work-related injuries or damages claimed by the Student Worker.

Compensation for work performed on a project under this agreement will be disbursed--and all payments due as an employer's contribution under State or local worker's compensation laws, under Federal or State social security laws, or under any other applicable laws, will be made--by the Institution.

The student will be paid by the Institution based on the established hourly rate and number of hours worked. A written record of hours worked is to be submitted by the Organization to the Institution on a biweekly basis in accordance with a schedule issued annually by the Institution. The Organization agrees to confirm these hours by authorized signature of an Organization official on payroll timecards before the Institution will release payments to the students employed under this agreement.


The agreement requires that the organization will pay fifty percent (50%) of student compensation. The Organization will be billed after each semester and will remit payment to the Institution no later than 30 days after the billing date.

Representative of the Institution (Westmont College)

\_\_\_\_\_

Date \_\_\_\_\_

Representative of the Organization (Cold Spring Elementary):

 , Chief Business Officer

Date 8/7/2019

Please return the completed form to:

**Julissa Delgado**  
**Student Employment Coordinator**  
**Westmont College- Kerr Student Center**  
**955 La Paz Road**  
**Santa Barbara, CA 93108-1098**

**Off Campus Federal Work Study Employment Authorization Form****Academic Year 2019-2020****Organization Description**

Name of Organization <i>Cold Spring School District</i>		Telephone: <i>805-969-2678</i> FAX: <i>805-969-0787</i>
Site Address <i>2243 Sycamore Canyon Road</i>		
City and State <i>Santa Barbara, CA</i>		Zip Code <i>93108</i>
<b>Individual Responsible for receipt and payment of invoices:</b>		
Name <i>Yuri Calderon</i>		
Title <i>Chief Business Official</i>		

**Authorized Signature(s) for Payroll Reporting:**

<u>Printed Name</u>	<u>Title/Dept</u>	<u>Signature</u>
<i>Cora Godlis</i>	<i>Executive Assistant</i>	<i>Cora Godlis</i>
<i>Susan Robinson</i>	<i>Account technician</i>	<i>Susan Robinson</i>
<i>Roxanna Williams</i>	<i>Substitute Director</i>	<i>Roxanna Williams</i>
<del><i>Roxanna Williams</i></del>		





**ACTION 15.B.**

**DATE:** August 15, 2019  
**TO:** Governing Board  
**FROM:** Amy Alzina, Superintendent/Principal  
**RE:** Out of State Travel to the Social Thinking Conference in Boston

Kori Gibson has been hired to fill the Special Education Teaching position 50% and as a Social and Emotional Behavior TOSA 50%. I would like Ms. Gibson to attend the Conference for Social Thinking in Boston, MA. The estimated cost to the District will be up to \$2,000 which includes tuition, travel, and accommodations.

**Recommendation:**

Approve staff to travel out of state to the Social Thinking Conference in Boston, MA.



July 19, 2019

Dr. Amy Alzina  
Cold Spring School District  
2243 Sycamore Canyon Road  
Santa Barbara, CA 93108

Re: Literacy Partners Service Agreement

Dear Dr. Alzina,

This letter sets forth the agreement between Cold Spring School District and Literacy Partners for professional development services to be rendered by Literacy Partners to the School District as set forth in more detail hereinbelow. The specific arrangements outlined here were developed over the past weeks through conversations between Literacy Partners and School District personnel.

Your School District has agreed to purchase, and hereby promises to pay for, services from Literacy Partners totaling \$10,500.00

**Scope of Work:**

**On site professional development led by the founding director, Dahlia Dallal**

**TOTAL: \$10,500.00**

**Service Dates**

**August 15<sup>th</sup>, 2019- Writing Units of Study Planning Session with Teachers**

**October 21<sup>st</sup>, 2019- Review Student Work and Lesson Planning**

**October 22<sup>nd</sup>, 2019- Writing Workshop PD with Parents 8:30-9:30am and  
Observation/Coaching Teachers on Conferring from 9:30 am-2:30 pm**

**Rescheduling**

The Service Dates are firm dates agreed upon by You and Literacy Partners. Request(s) to reschedule any of the dates made at least thirty (30) days in advance will be accommodated and rescheduled without penalty. Request(s) to reschedule any of the dates made less than thirty (30)

days in advance will be considered for accommodation and rescheduled at the sole discretion of Literacy Partners and may include a rescheduling charge of one thousand dollars (\$1,000.00). You will not receive a refund for any request(s) to reschedule dates made less than thirty (30) days in advance that cannot be accommodated by Literacy Partners at Literacy Partner's sole discretion. Request(s) to reschedule any of the dates made less than seventy-two (72) hours in advance, will not be accommodated, will be considered cancelled, and no refund shall be provided for the cancelled date(s).

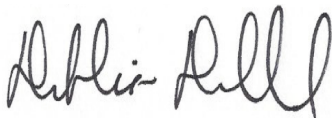
### **Payment**

Literacy Partners sends billing statements on a monthly basis. Payment thereon shall be made by You within thirty (30) days of being invoiced. Literacy Partners reserves the right to add a 10% late fee to all unpaid invoices after thirty (30) days. Thereafter, unpaid invoices shall continue to accrue additional interest at a rate of ten percent (10%) per annum, which corresponds to a monthly periodic rate of 0.83% following sixty (60) days after the billing date.

If the information contained herein is correct and You are in agreement with the terms of same, please sign below and return to Literacy Partners at your earliest convenience. If there is a discrepancy between the specific details in this letter and your understanding of our agreement please email us immediately.

We have a commitment to making this work productive & making a difference in your school.

Sincerely,



Dahlia Dallal  
Founding Director  
Literacy Partners

**The undersigned represents and warrants that they are duly authorized and have the legal capacity to execute and deliver this agreement. By executing below, the undersigned hereby agrees to be bound by the terms, provisions and conditions of this agreement as set forth hererinabove.**

Cold Spring School District

By: \_\_\_\_\_

Dated: \_\_\_\_\_

Its: \_\_\_\_\_

**ACTION 15.E.**

**DATE:** August 15, 2019  
**TO:** Governing Board  
**FROM:** Yuri Calderon, Chief Business Officer/Legal Counsel  
**RE:** Resolution to Declare Certain Property Surplus and Authorize Superintendent/Principal to dispose of the Property in accordance with Education Code Section 17454 and 17456.

Sections 17545 and 17546 of the California Education Code authorize the Governing Board of a school district to dispose of District property so long as the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use.

The District has recently purchased modern, flexible classroom furniture to replace outdated, aging classroom desks and chairs. The initial purchase replacement project was focused on grade four through six. The District will be programming a second for Kindergarten through third grade later this year.

As part of the replacement project, the District has identified the following furniture items that are either being replaced or simply no longer required for school purposes:

- 6 Rolling Carts
- 2 Cabinets
- 1 Wood Desk
- 8 Small Tables
- 96 Large Student Desks
- 23 Small Student Desks
- 114 Chairs of various grade level/sizes

District staff believes that these furniture items are of nominal value and would like to dispose of them in accordance with the process required by Section 17545 and 17546 of the Education Code:

1. Offer the items to the community for sale at the prices listed in the attached Exhibit A. The District would conspicuously post the notice of sale in three places throughout the District providing notice of the sale and send two Parent Square posts to parents and the community;

2. If no offers are made or all of the items are not claimed, offer the items to neighboring public school districts and or local charities
3. If items still remain, dispose of the items

None of the items identified are below the statutory value of \$2,500.00, thereby permitting the District to dispose of the property by private sale, donation or disposal in a public dump.

RECOMMENDATION: That the Governing Board approve Resolution 2019-20/2 to declare the listed items as surplus and authorize the District Superintendent/Principal and/or her designee to dispose of the property in accordance with California Education Code Sections 17545 and 17546, respectively.

**Cold Spring School District  
Board Meeting Agenda Items  
2018-19 School Year**

**July 2019**

- Quarterly Williams Report
- Review Superintendent Eval (Closed Session)
- Dolphin Center Update
- Technology Update
- Lease to Own 3<sup>rd</sup> Grade Laptop

**August 2019**

- Update on Professional Learning Plan
- Opening of School Timeline

**September 2019**

- Unaudited Actuals
- Sufficiency of Textbooks
- CAASPP Results
- GANN Resolution
- Technology Use Plan

**October 2019**

- Quarterly Williams Report
- MacBook Lease Program
- Update on STEAM Program
- California Dashboard Local Indicators: Priorities 1, 2, 3 and 6 Self-Report

**November 2019**

- CA Physical Fitness Results
- Sup/Prin Check In Eval

**December 2019**

- Board Reorganization
- First Interim Report
- Comprehensive School Safety Plan
- District Reserves
- Summary Single Plan for Student Achievement (SPSA)

**January 2020**

- Quarterly Williams Report
- Annual Audit
- School Accountability Report Card (SARC)

**February 2020**

- Proposed Calendar for Subsequent School Year
- Budget Workshop

**March 2020**

- Second Interim Report
- Approve District Calendar 2020-21
- Sup/Prin Check In Eval

**April 2020**

- Quarterly Williams Report
- Discussion of Preliminary Budget

**May 2020**

- Recognition of Parent Volunteers
- Budget Update
- Board Self Evaluation
- Facilities Discussion

**June 2020**

- Approval of LCAP
- Adoption of Budget
- EPA Expenditure Plan
- Superintendent Evaluation