

# Cold Spring School District Board of Trustees

## AGENDA

**Regular Board Meeting  
Monday, February 8, 2016**

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

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

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

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

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

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

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

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

## REGULAR SESSION

### **1. CALL TO ORDER – 5:00 p.m. (5 minutes)**

**Bryan Goligoski, President**  
**Michael Wasserman, Vice-President**  
**Jennifer Miller, Clerk**  
**Kim Ferrarin, Trustee**  
**Gregg Peterson, Trustee**

### **2. ADJOURN TO CLOSED SESSION**

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

### **3. PLEDGE OF ALLEGIANCE**

### **4. ANNOUNCEMENT OF CLOSED SESSION ACTION**

### **5. APPROVAL OF MINUTES**

- 5.A. January 11, 2016 Regular Session**
- 5.B. January 25, 2016 Special Study Session**
- 5.C. February 1, 2016 Special Study Session**

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

#### **6.A. Gifts and Donations**

### **7. BOARD COMMENTS - COMMUNICATION/CORRESPONDENCE**

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

### **8. PUBLIC COMMENTS**

*During this time, the Board President may acknowledge requests to speak on a topic not on the agenda. Persons wishing to address the Board should make a written request prior to this agenda item.*

### **9. CONSENT AGENDA**

*The following items are routine and may be enacted by approval of a single motion. There will be no separate discussion of these items. Any item may be removed from the Consent Agenda upon request of a Board member.*

**Recommended that the board approve the following items as presented:**

#### **9.A. FINANCE ITEMS:**

1. Warrants (attachment)
2. Regular payroll: **\$289,469.80**
3. Other financial items since preparation of the agenda

**9.B. Applications for Use of School Facilities**

**9.C. Fundraiser Approval**

**9.D. Field Trip Approval, Out of County and/or Overnight**

**9.E. Recommended Personnel items:**

1. Retirement: 1 certificated
2. Assignments: 2 classified

**10. SUPERINTENDENT REPORT**

- 10.A. Report back from Superintendent's Symposium**
- 10.B. Monthly Enrollment Report/Tours update/new students**
- 10.C. Presentation Regarding Montecito YMCA Development Project**
- 10.D. Formation of Superintendent's Design Committee**
- 10.E. Teachers Assignment Monitoring**

**11. BUSINESS AND FINANCE**

- 11.A. Review and discussion of assumptions to use in the beginning stages of the development of the 2016-17 District Budget**
- 11.B. Review Differences Between the FY 2015-16 Original General Fund Budget and the First Interim Budget**

**12. ACTION AGENDA**

- 12.A. Review and Approval of 2015-16 Single School Plan**

**13. CONFERENCE AGENDA**

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

- 13.A. Staff feedback regarding development of the 2016-17 calendar**

- 13.B. Review and Discussion of Proposal to Increase Reading Specialist Position to 1 FTE**

- 13.C. New Construction Project Update**

**14. ADJOURNMENT**

# Cold Spring School District

## MINUTES - Regular Meeting

### Monday, January 11, 2016

#### **Members Present**

Bryan Goligoski, President  
Michael Wasserman, Vice President  
Kim Ferrarin, Trustee  
Gregg Peterson, Trustee

#### **Staff Present**

Tricia T. Price, Superintendent/Principal  
Coral Godlis, Executive Assistant  
Mary Stark, CBO  
Taiwo Madison, DFS  
Stephanie Carey, Teacher  
Misha Lewis, Teacher  
Linda Edwards

#### **Guests**

Amanda Rowan

#### **1. CALL TO ORDER**

The meeting was called to order at 6:04 P.M.

#### **2. ADJOURN TO CLOSED SESSION**

No Closed Session scheduled.

#### **3. PLEDGE OF ALLEGIANCE**

President Goligoski led the Pledge of Allegiance.

#### **4. ANNOUNCEMENT OF CLOSED SESSION ACTION**

No Closed Session scheduled.

#### **5. APPROVAL OF MINUTES**

##### **5.A. December 14, 2015 Regular Session**

Trustee Peterson *Moved*, Trustee Wasserman seconded, to approve the December 14, 2015 Regular Session Minutes. The Motion passed by a vote of Ayes – 4, Nays – 0, Abstain – 0, Absent – 1.

Ayes: Goligoski, Wasserman, Ferrarin, Peterson

Absent: Miller

##### **5.B. December 22, 2015 Special Session**

Trustee Goligoski *Moved*, Trustee Peterson seconded, to approve the December 22, 2015 Special Session Minutes. The Motion passed by a vote of Ayes – 4, Nays – 0, Abstain – 0, Absent – 1.

Ayes: Goligoski, Wasserman, Ferrarin, Peterson  
Absent: Miller

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

There were none to report.

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

Trustee Wasserman asked Superintendent Price if she was able to follow up with staff regarding cell phone protocol. Superintendent Price communicated to the Board cell phones are used for many purposes in the classroom as appropriate.

**8. PUBLIC COMMENTS**

Amanda Rowan addressed the Board regarding community interest in the formation of a building and grounds committee with focus on the upcoming Administration Building. The Board discussed some possibilities of communication for the community. The Board will schedule a Special Session Board meeting with KBZ Architects to present the Administration Building project and answer questions for the community. The Board would like to see the Building Project agenized as a discussion for the next year. Dr. Price will ask KBZ to present an updated project timeline at the Special Session Meeting.

**9. CONSENT AGENDA**

**9.A. FINANCE ITEMS:**

1. Warrants (attachment)
2. Regular Payroll: \$289,317.15
3. Other financial items since preparation of the agenda

**9.B. Applications for Use of School Facilities**

**9.C. Authorization of Signatures for Release of Commercial and Payroll Warrants**

**9.D. Governing Board Authorized Signatures**

**9.E. Fundraiser Approval**

**9.F. Field Trip Approval, Out of County and/or Overnight**

**9.G. Recommended Personnel Items**

Trustee Wasserman *Moved*, Trustee Peterson seconded, to approve the Consent Agenda. The Motion passed by a vote of Ayes – 4, Nays – 0, Abstain – 0, Absent – 1.

Ayes: Goligoski, Wasserman, Ferrarin, Peterson  
Absent: Miller

**10. SUPERINTENDENT REPORT**

**10.A. Quarterly Report on Williams Uniform Complaint**

There were no complaints to report.

#### **10.B. Monthly Enrollment Report**

There are 154 students currently enrolled in Cold Spring School. Although it is early to predict enrollment for next year, Superintendent Price thinks there will be a need for two Kindergarten classes.

#### **10.C. Local Control and Accountability Plan (LCAP) 2015-16 Annual Update and 2016-17 Process**

Superintendent Price reported the goals made have been met. She will discuss goals for next year with the staff. School Site Council will contribute to the development of the LCAP.

#### **10.D. Suspension of Open Enrollment Act**

The Open Enrollment Act has been suspended. It has been left up to the Districts discretion to approve inter-district transfers.

### **11. BUSINESS AND FINANCE**

#### **11.A. Acceptance, 2014-15 Annual Audit**

CBO Stark presented the 2014-15 Audit report to the Board.

Trustee Goligoski *Moved*, Trustee Wasserman seconded, to approve the 2014-15 Annual Audit. The Motion passed by a vote of Ayes – 4, Nays – 0, Abstain – 0, Absent – 1.

Ayes: Goligoski, Wasserman, Ferrarin, Peterson

Absent: Miller

### **12. ACTION AGENDA**

#### **12.A. Review and Approval of the Technology Use Plan, 2015-16**

There was discussion about the Technology Use Plan. The Board noticed improvements in the plan from last year.

Trustee Peterson *Moved*, Trustee Goligoski seconded, to approve the Technology Use Plan, 2015-16. The Motion passed by a vote of Ayes – 4, Nays – 0, Abstain – 0, Absent – 1.

Ayes: Goligoski, Wasserman, Ferrarin, Peterson

Absent: Miller

#### **12.B. Authorization to Declare Property Obsolete and Surplus**

Trustee Goligoski *Moved*, Trustee Ferrarin seconded, to authorize and declare Property Obsolete and Surplus. The Motion passed by a vote of Ayes – 4, Nays – 0, Abstain – 0, Absent – 1.

Ayes: Goligoski, Wasserman, Ferrarin, Peterson

Absent: Miller

### **13. CONFERENCE AGENDA**

#### **13.A. Presentation of the proposed Budget Adoption Calendar for 2016-2017 for Board review and adoption**

CBO Stark would like to conduct a budget workshop for the Board.

Trustee Goligoski *Moved*, Trustee Peterson seconded, to approve Budget Adoption Calendar for 2016-2017. The Motion passed by a vote of Ayes – 4, Nays – 0, Abstain – 0, Absent – 1.

Ayes: Goligoski, Wasserman, Ferrarin, Peterson

Absent: Miller

#### **13.B. Discussion of the process for establishing the 2016-17 school calendar**

The 2016-17 school calendar will be shown to staff for further discussion. The 2016-17 will be brought to the Board at the March meeting for approval.

#### **13.C. Scheduling of Board Workshop**

A Board study session will be scheduled for a day in February when all Board members are available to attend.

#### **13.D. Update and Discussion of Geotechnical Survey**

The Geotechnical Survey was finished over the Winter Break Holiday. The dollar amount of the trenching work over the holiday break was quoted as an additional \$33,000 over the original report approval of \$8,200. The District should expect an answer from the State Geologist by the end of January.

### **14. ADJOURNMENT**

The regular meeting of the Cold Spring School District Board of Trustees was adjourned at 7:54 P.M.

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**Clerk of the Board**

# Cold Spring School District Board of Trustees

## MINUTES Monday, January 25, 2016 Special Study Session

### Members Present

Bryan Goligoski, President  
Michael Wasserman, Vice-President  
Jennifer Miller, Clerk of the Board  
Kim Ferrarin, Trustee  
Gregg Peterson, Trustee

### Staff Present

Dr. Tricia T. Price, Superintendent/Principal  
Coral Godlis, Executive Assistant  
Mary Stark, CBO  
Stephanie Carey, Teacher  
Misha Lewis, Teacher  
Amy Campbell, Teacher  
Becky Banning, Office Coordinator  
Lindsay Stark, Dolphin Center Director  
Linda Edwards, Teacher

### Guests

Joe Wilcox, Thierry Cassan, Kelly Wheeler, Amanda Rowan, Kelly Mahan, Clay Aurell, Joe Kneafsey, Dorothy Poley, Michelle McToldridge, Gabriel Haas

### 1. CALL TO ORDER

The meeting was called to order at 3:35 P.M.

### 2. PLEDGE OF ALLEGIANCE

### 3. BOARD COMMENTS - COMMUNICATION/CORRESPONDENCE

There was nothing to report.

### 4. PUBLIC COMMENTS

The Board gave the community opportunity for input.

### 5. CONFERENCE AGENDA

#### 5.A. Presentation of Schematic Plans of the New Administration Building Project by Kruger, Bensen, Ziemer, Architects, Inc.

Joe Wilcox and Thierry Cassan from KBZ Architects reviewed an updated timeline and preliminary design of the New Administration Building Project. The Board thanked KBZ for their presentation. Attached to these Minutes is the revised Building Project timeline.

#### 5.B. Opportunity for Community Input

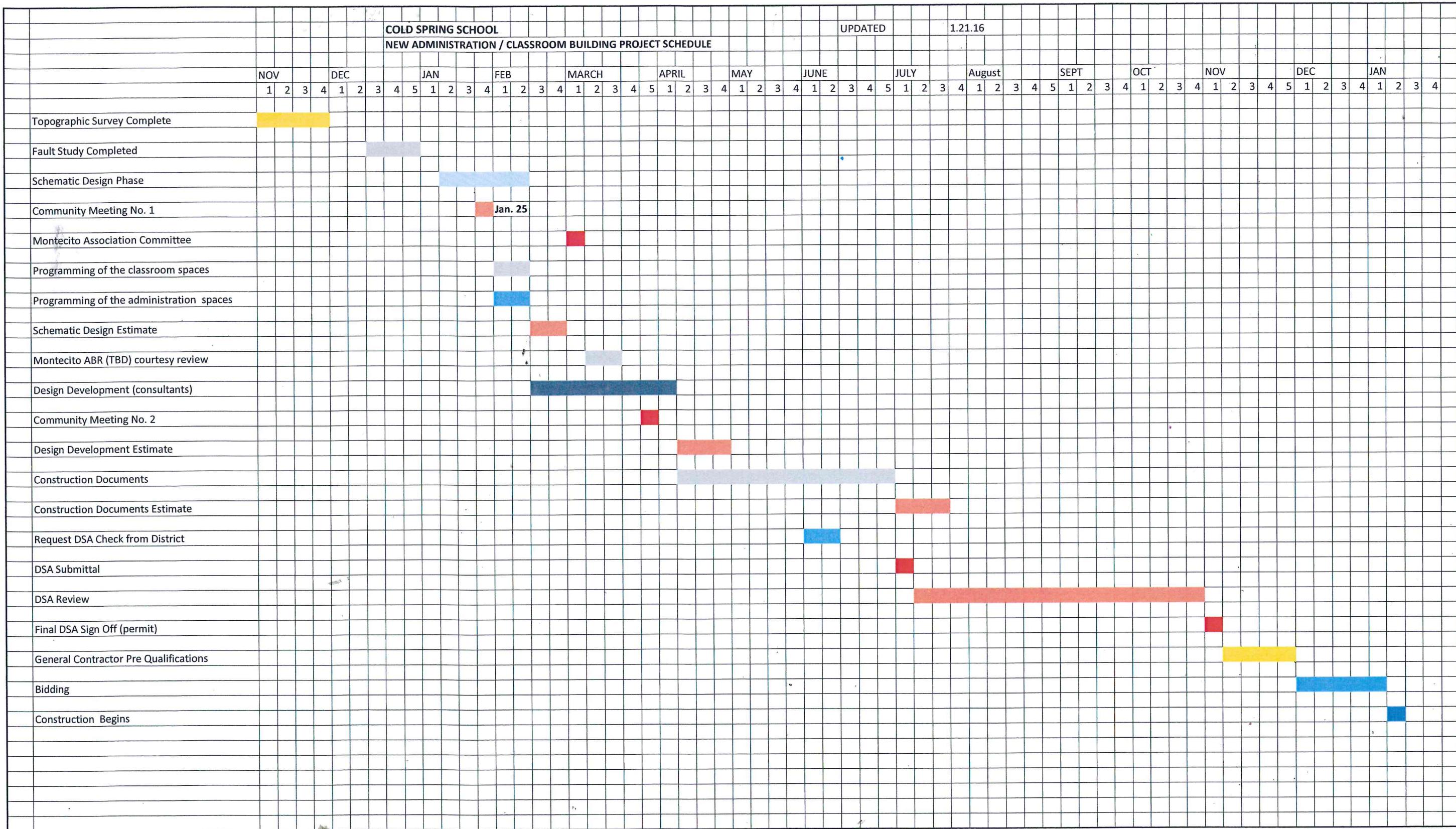
Members of the community present asked questions and aired concerns regarding the building project. The Board thanked the community for attending the meeting and encouraged the public to attend Board meetings where this project will be discussed regularly. After the discussion, the Board gave direction to Superintendent Price to put together a committee to discuss questions and concerns of the building project.

**6. ADJOURNMENT**

The meeting adjourned at 4:55 P.M.

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**Clerk of the Board**



# Cold Spring School District Board of Trustees

## MINUTES Monday, February 1, 2016 Special Study Session

### Members Present

Bryan Goligoski, President  
Michael Wasserman, Vice-President  
Jennifer Miller, Clerk of the Board  
Kim Ferrarin, Trustee  
Gregg Peterson, Trustee

### Staff Present

Dr. Tricia T. Price, Superintendent/Principal  
Coral Godlis, Executive Assistant  
Mary Stark, CBO

### Guest Terilyn Finders and Kelli Moors

#### 1. CALL TO ORDER

The meeting was called to order at 8:36 a.m.

#### 2. PLEDGE OF ALLEGIANCE

#### 3. BOARD COMMENTS - COMMUNICATION/CORRESPONDENCE

There was nothing to report.

#### 4. PUBLIC COMMENTS

There were none submitted.

#### 5. SUPERINTENDENT'S REPORT

##### 5.A. Formation of Building/Design Committee

The Superintendent will form a committee for the upcoming building project with representatives from various interested groups. The details of the committee will be discussed at the February 8, 2016 Board meeting. The Board would like to have a regular update of the projects progress monthly at the regular session Board meetings of a sixty-day span (the last thirty days and the next thirty days). The Board gave direction to CBO Stark to present some potential financing options to the Board in the next couple of months.

#### 6. TERILYN FINDERS FROM FAGEN, FRIEDMAN, AND FULFROST LLP, WILL CONDUCT A GOVERNING BOARD WORKSHOP

Terilyn Finders and Kelli Moors gave a presentation regarding the role and responsibility of a Board. Ms. Finders outlined the five duties of the Board:

1. Set District vision and direction

2. Fiduciary
3. Advocacy
4. Hire and give direction to the Superintendent
5. Set policy

The Board discussed their vision and mission statement. The Board would like to revisit their goals over the next year and annually self-evaluate as required by BB 9400 Board Self-Evaluation.

## **7. ADJOURNMENT**

The meeting was adjourned at 11:05 a.m.

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**Clerk of the Board**

**RECOGNITIONS,  
RECEIPT OF GIFTS,  
ACKNOWLEDGEMENTS,  
AND ACCEPTANCES**  
**February 8, 2016**

**BOARD AGENDA ITEM 6.A.**

TO:           Board of Trustees  
FROM:         Tricia T. Price, Superintendent/Principal  
RE:           **Gifts and Donations**

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**\$132.60 Box Top Education.** This item was posted 1/4/16 as a deposit.

**\$230 from Trace Robinson.** This item was posted 1/4/16 as a deposit.

**\$1,000 from Grube Orthodontics** to be donated to the Santa Barbara Transition House on behalf of Cold Spring School.

**RECOMMENDATION:**

The administration recommends that the Board accept the gifts and donations.

## Checks Dated 01/13/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-396937	01/13/2016	Aaron B. Brinegar	01-4300	Maintenance Supplies		48.89
01-396938	01/13/2016	Sara Disalvo	01-4310	Music Supplies		19.85
01-396939	01/13/2016	Coastal Copy, Lp	01-4310	Copier Payment		1,049.79
01-396940	01/13/2016	Frank Rodriguez	01-4310	Refund lost Library Book Fee		20.00
01-396941	01/13/2016	Jodi Eultz	01-5850	Chior Performance		100.00
01-396942	01/13/2016	Joy Equipment Protection Inc.	01-5850	Fire Extinguisher Testing & Inspection		325.00
01-396943	01/13/2016	Marborg Industries	01-5570	WASTE SERVICES		841.88
01-396944	01/13/2016	Montecito Water District	01-5530	Water Bill		517.40
01-396945	01/13/2016	Office Depot, Inc.	01-4310	OPEN PO FOR 2015-16; NOT TO EXCEED \$20,000		228.83
01-396946	01/13/2016	S.B. Home Improvement Center	01-4300	Maintenance Supplies		59.25
01-396947	01/13/2016	Smart & Final	63-4301	Dolphin Center Snacks		192.64
01-396948	01/13/2016	Visa	01-4310	Visa Bill	230.14	
			01-5220	Visa Bill	60.01	290.15
Total Number of Checks					12	<u><u>3,693.68</u></u>

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	11	3,501.04
63	Other Enterprise Fund	1	192.64
Total Number of Checks		12	<u><u>3,693.68</u></u>
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			<u><u>3,693.68</u></u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 01/20/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-397931	01/20/2016	Better Earth Landscape Co.	01-5850	Landscape Maintenance		351.00
01-397932	01/20/2016	Brady Electric	01-4400	Install CAT-5 for apple tv's in all classes	127.85	
			01-5800	Install CAT-5 for apple tv's in all classes	2,175.00	2,302.85
01-397933	01/20/2016	Cox Communication-Org	01-5910	ACCOUNT #000377		544.14
01-397934	01/20/2016	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	Maintenance Supplies		590.91
01-397935	01/20/2016	Fielding Graduate University	01-5800	Jean Gradias Tuition payment		5,000.00
01-397936	01/20/2016	J.w. Pepper & Son, Inc.	01-4310	MUSIC FOR SPRING SING		43.52
01-397937	01/20/2016	Khoza Technology, Inc.	01-5800	GOLF HOSTING COMPUTER SERVICE		179.85
01-397938	01/20/2016	Nick Rail Music	01-4310	MUSIC DEPT, REPAIRS, 2015-16		183.14
01-397939	01/20/2016	Southern Ca Edison Company	01-5520	Electric Service Dec 2015		1,522.07
01-397940	01/20/2016	Southern Ca Gas Company	01-5510	Gas Service Dec		1,122.29
					Total Number of Checks	10
						<u>11,839.77</u>

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	10	11,839.77
	Total Number of Checks	10	11,839.77
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		<u>11,839.77</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## ReqPay12c

## Board Report

## Checks Dated 01/27/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-398885	01/27/2016	Aaron B. Brinegar	01-4300	Lumber for lunch tables		21.07
01-398886	01/27/2016	Jean M. Gradias	01-4310	Inservice Materials		65.17
01-398887	01/27/2016	Lisa E. Ishikawa	01-4310	T-Shirt for MLK Activity		40.08
01-398888	01/27/2016	Jason B. Oatis	01-5220	Emergency Supplies		234.64
01-398889	01/27/2016	Lindsay D. Stark	63-4301	Bulk Snacks; Plates/Cups Shrek DVD		73.69
01-398890	01/27/2016	Mary T. Stark	01-5210	Mileage 16 17 SSC GOV JAN BUDGET WORKSHOP		144.65
01-398891	01/27/2016	Johanna S. Thorpe	01-4310	Eisco Labs Premium wooden test tube rack		62.20
01-398892	01/27/2016	Lara M. Wooten	01-4310	Science Books, Slinkys, Crafts for Holiday gifts		101.52
01-398893	01/27/2016	A-Ok Weed & Brush	01-5850	Gopher Abatement Dec 2015		360.00
01-398894	01/27/2016	CA Geological Survey (CGS)	40-5800	Geological Survey		3,600.00
01-398895	01/27/2016	Children's Creative Project	01-5850	MUSIC DEPT / ARTISTS IN RESIDENCE		1,595.00
01-398896	01/27/2016	Cox Communication-Org	01-5910	Internet/Telephone		837.73
01-398897	01/27/2016	EARTH SYSTEMS, SOUTHERN CA	40-5850	FAULT HAZARD EVALUATION SERVICES		33,752.14
01-398898	01/27/2016	Ge Capital Info Tech Sltns,inc	01-5630	Copy Machine Payment		199.80
01-398899	01/27/2016	KRUGER, BENSEN, ZIEMER, Inc.	40-5850	NEW ADMIN BLDG ARCHITECT FIRM PROFESSIONAL SVCS, ARCHITECT AGRMT	7,174.80 1,050.00	8,224.80
01-398900	01/27/2016	Liebert Cassidy Whitmore	01-5830	Professional Services thru 12/31/15		3,599.00
01-398901	01/27/2016	Montecito Union School	01-5220	Math Superbowl Reg Fee		100.00
01-398902	01/27/2016	Nasco Modesto-Aristotle Corp	01-4310	ART SUPPLIES		128.43
01-398903	01/27/2016	Office Depot, Inc.	01-4310	OPEN PO FOR 2015-16; NOT TO EXCEED \$20,000		729.43
01-398904	01/27/2016	Sansom Clinic Occupational Med	01-5850	TB TEST TB TEST CHEST X-RAY	26.00 75.00	101.00
01-398905	01/27/2016	Santa Barbara County Schools	01-5220	CONF REGISTRATION, CALLAHAN, SBCEO		50.00
01-398906	01/27/2016	SISC III	01-3401 20-9510	SISC III JAN 2016 HEALTH/DENTAL PREMIUMS SISC III JAN 2016 HEALTH/DENTAL PREMIUMS	9,681.80 77,863.00	87,544.80
Total Number of Checks					22	<u><u>141,565.15</u></u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 01/27/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
<b>Fund Summary</b>						
Fund	Description			Check Count	Expensed Amount	
01	General Fund			18	18,051.52	
20	Spec Resv Postempl Benefits			1	77,863.00	
40	Spec Resv Cap Outlay Proj 1			3	45,576.94	
63	Other Enterprise Fund			1	73.69	
		Total Number of Checks		22	141,565.15	
		Less Unpaid Sales Tax Liability			.00	
		Net (Check Amount)			<u>141,565.15</u>	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## ReqPay12c

## Board Report

## Checks Dated 02/03/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-399955	02/03/2016	Hannah Bruesehoff	01-5860	Fingerprints		25.00
01-399956	02/03/2016	Sara Disalvo	01-4300	Chorus Doughnuts		19.00
01-399957	02/03/2016	Renee Hamaty	01-5860	Fingerprints		25.00
01-399958	02/03/2016	EARTH SYSTEMS, SOUTHERN CA	40-5850	ENGINEERING & GETECH RPTS FOR ADMIN BLDG		4,100.00
01-399959	02/03/2016	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	MAINTENANCE SUPPLIES		28.99
01-399960	02/03/2016	Ge Capital Info Tech Sltns,inc	01-5630	COPY MACH PYMT		1,048.68
01-399961	02/03/2016	JULIE AVNIT, CONSULTANT	01-5850	PROP 39 PROJECT PLAN		840.00
01-399962	02/03/2016	Lunchbox	01-5220	Lunch for Board Meeting		162.50
01-399963	02/03/2016	Mountain Spring Water	01-5860	Drinking Water		180.22
01-399964	02/03/2016	Nick Gosnell Tree Service	01-5640	Trim two Cypress Trees	1,300.00	
				Trimming of Large Cypress Tree	850.00	2,150.00
01-399965	02/03/2016	S.B. Home Improvement Center	01-4300	Maintenance Supplies		113.32
01-399966	02/03/2016	School Services Of Ca. Inc.	01-5220	CONFERENCE REGISTRATIONS, MARY STARK		195.00
					Total Number of Checks	12
						<u>8,887.71</u>

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	11	4,787.71
40	Spec Resv Cap Outlay Proj 1	1	4,100.00
		Total Number of Checks	12
			8,887.71
		Less Unpaid Sales Tax Liability	.00
			<u>8,887.71</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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## Pay01a

## Payroll Summary by Org

Pay Date 01/29/2016

EARNINGS by Earnings Code		Income	Adjustments	TAXES	Employee	Employer	Total	Subject Grosses
No Gross Pay			10,767.23-	Federal Withholding	25,843.56		25,843.56	196,467.98
Regular	220,052.72			State Withholding	8,167.61		8,167.61	196,467.98
				Social Security	2,958.43	2,958.43	5,916.86	47,716.96
				Medicare	3,100.05	3,100.05	6,200.10	213,795.52
				SUI		106.88	106.88	213,795.52
				Workers' Comp		2,958.93	2,958.93	213,795.52
<b>TOTAL</b>	<b>220,052.72</b>		<b>10,767.23-</b>	<b>SUBTOTAL</b>	<b>40,069.65</b>	<b>9,124.29</b>	<b>49,193.94</b>	

EARNINGS by Group		Income	Adjustments	REDUCTIONS	Employee	Employer	Total	Subject Grosses
Base Pay	204,020.32			PERS	1,458.15	2,452.75	3,910.90	20,830.75
Docks	360.00-			PERS / 62	1,143.34	2,257.53	3,400.87	19,055.65
Miscellaneous	10,293.00		10,767.23-	STRS / 60	13,382.41	15,607.98	28,990.39	145,461.14
Overtime	1,819.41			STRS / 62	493.64	618.78	1,112.42	5,766.80
Stipends	4,279.99			TSAs	850.00		850.00	
<b>TOTAL</b>	<b>220,052.72</b>		<b>10,767.23-</b>	Benefits	<b>6,257.20</b>	<b>2,489.86</b>	<b>8,747.06</b>	
				<b>SUBTOTAL</b>	<b>23,584.74</b>	<b>23,426.90</b>	<b>47,011.64</b>	

EARNINGS		Person Type	Female Employees	DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Certificated	21	152,016.14	18	Benefits		36,761.64	36,761.64	
Classified	24	68,036.58	16	Misc	1,495.73	104.25	1,599.98	15.55
<b>TOTAL</b>	<b>45</b>	<b>220,052.72</b>	<b>34</b>	Summer Savings	<b>14,044.81</b>		<b>14,044.81</b>	<b>84,268.63</b>
				<b>SUBTOTAL</b>	<b>15,540.54</b>	<b>36,865.89</b>	<b>52,406.43</b>	
				<b>TOTALS</b>	<b>79,194.93</b>	<b>69,417.08</b>	<b>148,612.01</b>	

## Vendor Summary for Pay Date 01/29/2016

Vendor Checks	3,679.98	6
Vendor Liabilities	144,932.03	23
	<b>148,612.01</b>	<b>29</b>

## Cancel/Reissue for Process Date 01/29/2016

Reissued  
Cancel Checks  
Void ACH

## BALANCING DATA

Gross Earnings	220,052.72	140,857.79 Net Pay	Direct Deposits	122,858.68	34
District Liability	69,417.08	79,194.93 Deductions	Checks	17,999.11	11
		69,417.08 Contributions	Partial Net ACH		
	<b>289,469.80</b>	<b>289,469.80</b>	Negative Net		

## NET

Check Holds	17,999.11	11
Zero Net		
<b>TOTAL</b>	<b>140,857.79</b>	<b>45</b>

1/27/16

Selection Grouped by Org, Filtered by (Org = 6, Starting Pay Date = 1/29/2016, Ending Pay Date = 1/29/2016)

ESCAPE ONLINE

Page 1 of 1

# Cold Spring School District

## Santa Barbara Teacher's Federal Credit Union

### VISA Credit Card Recap

#### For Payment Made January 11, 2016

	VENDOR	DESCRIPTION	AMOUNT	BUDGET
SUPERINTENDENT	Apple iTunes	Tech iCloud 50 GB Storage Plan	\$0.99	District General Fund/Tech
	Apple iTunes	Lightbot Coding & Programming	4.99	District General Fund/Tech
	Vons	Music supplies/Winter Sings flowers	32.38	District General Fund/Music Dept
	Amazon	Music supplies/Chorus & Winter Sings	44.31	District General Fund/Music Dept
	Marriott, San Diego	CSBA Conference, Godlis, parking	60.01	District General Fund/Conference & Training
	<b>Subtotal</b>		<b>\$142.68</b>	
DOLPHIN	<b>Subtotal</b>		<b>\$0.00</b>	
	Amazon	Miscellaneous Library Books & Materials	\$147.47	District General Fund/Library
	<b>Subtotal</b>		<b>\$147.47</b>	
	Check 01-396948		<b>\$290.15</b>	

m. stark

2/3/2016

# 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:** BOOK FAIR

Date requested: Feb 4 - Feb 10th

Exact Hours of Use: ALL DAY !

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) Deadline: Aug. 17
- Winter Quarter (Jan-Mar) Deadline: Dec. 1
- Spring Quarter (April-Mid June) Deadline: Mar. 2
- Summer Quarter (Mid June -Aug) Deadline: June 4

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
Days of Week: \_\_\_\_\_ Exact Time of Day: \_\_\_\_\_

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

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

- |  |                                    |   |   |                                    |
|--|------------------------------------|---|---|------------------------------------|
| <input checked="" type="checkbox"/> Auditorium | <input type="checkbox"/> Classroom | <input type="checkbox"/> Playground     | <input type="checkbox"/> Basketball Court | <input type="checkbox"/> Kitchen   |
| <input type="checkbox"/> Library               | <input type="checkbox"/> Field     | <input type="checkbox"/> Baseball Field | <input type="checkbox"/> Parking Lot      | <input type="checkbox"/> Bathrooms |

### Applicant Information

Group Name: Scholastic Book Fair

Contact Name: Amanda Rowan

Address: \_\_\_\_\_

City & Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Number of Participants: all school event Purpose: \_\_\_\_\_

Is the activity open to the general public?  Yes  No not really

Is Applicant a non-profit organization?  Yes  No

Does 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: Elisabeth M. Gonella

Print: Elisabeth M. Gonella

Date of Application: 1-27-2016

This Application is not a valid permit until signed below.

### District Use Only

Administrator Approval: Rhiu

Date: 2-1-16

Fee Determination:  Direct-Cost  Fair Rental

Total Due: \$ 0

Certificate 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) Deadline: Aug. 17
- Winter Quarter (Jan-Mar) Deadline: Dec. 1
- Spring Quarter (April-Mid June) Deadline: Mar. 2
- Summer Quarter (Mid June -Aug) Deadline: June 4

Start Date: June 27 End Date: July 1  
Days of Week: M - F Exact Time of Day: 9:30 11:30 am

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: Montecito Covenant - Noah's Half Day Camp Contact Name: Heather Shennum  
 Address: 1671 Cold Spring Rd. City & Zip: S.B. 93108  
 Phone: 969-0337 Email: hshennum@cox.net  
 Number of Participants: 20 at a time Purpose: Vacation Bible school

Is the activity open to the general public?  Yes  No

Is Applicant a non-profit organization?  Yes  No

Does 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: Heather Shennum Print: Heather Shennum

Date of Application: Jan. 27, 2016

This Application is not a valid permit until signed below.

### District Use Only

Administrator Approval: Shinn

Date: 2-1-16

Fee Determination:  Direct-Cost  Fair Rental

Total Due: \$ 400.00

Certificate of Insurance:  Verified & Attached

Calendar check

Maintenance Director

Preliminary Approval

Board Approval

\* gift cards and dine-in can be combined for 30% profit of proceeds  
to chorus

## COLD SPRING SCHOOL DISTRICT

### FUNDRAISER APPROVAL FORM

This form must be completed for all fundraisers.

Staff Representative: Sara DiSalvo  
(Must oversee event and control cash at all times)

Today's Date: 01/15/16

Description of Fundraising Project/Event: (Attach separate sheet to describe if necessary)

California Pizza Kitchen gift card sales (10% profit)

California Pizza Kitchen dine-in event (Wednesday Feb. 17th)

Date(s) of Project/Event: Gift card sale Feb 1 - March 18 For Grades: all are welcome to purchase

Start Day/Time: Monday Feb 1 (online)

Funds go to chorus... we need to raise

End Day/ Time: Friday March 18 (online) \$500

more

Location of Project/Event: CPK Dine-in evening @ downtown location in Pageo Nuevo

to make

On-site

Wednesday, Feb. 17 (submit flyer with bill for 10% profit)

the

Off-site: (attach approved "Field Trip Request Form", as applicable)

admission to

Disneyland cost only

\$53<sup>00</sup>

per student

instead of

\$75.

Item Description	\$ Cost Per Item	Total Quantity Purchased	A	Sale Price of Item	B	Net Anticipated Funds Raised (B-A)
			Total Cost of Purchase		Anticipated Income (If all items sell)	
CPK Gift (cards) <sup>(online)</sup>	\$5-\$500 any amount desired					
CPK dine-in	20% of proceeds					
Cookies at Talent Show < if needed after CPK fundraiser <small>SAMPLE</small>					\$6 <sup>00</sup> /box	
Beanie	\$1.60	120	\$192.00	\$12.00	\$1,440.00	\$1,248.00

Proceeds to benefit: Cold Spring School Chorus "Disneyland trip"

Anticipated Net Funds Raised (taken from chart above)

\$ 500

*\* if more is raised, then we can lower  
the admission cost/student.*

SUBMIT COMPLETED FORM TO BUSINESS OFFICE

(For office use only)

RECEIVED JAN 15 2016

Maintenance Supervisor Approval: (use of facility or utilities): \_\_\_\_\_

Business Office Approval: \_\_\_\_\_

Date: 1/15/16

Superintendent Approval: \_\_\_\_\_

Date: 1/14/16

Board Approval Date: \_\_\_\_\_

Approved     Not Approved    Initial \_\_\_\_\_

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

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

## COLD SPRING SCHOOL DISTRICT

## FUNDRAISER APPROVAL FORM

This form must be completed for all fundraisers.

Staff Representative: Michelle Edwards Today's Date: 1/26/16  
 (Must oversee event and control cash at all times) (Parent)

Description of Fundraising Project/Event: (Attach separate sheet to describe if necessary)

Gabriel House of Mexico - Orphanage for special needs children  
 Selling cookies and juice to raise money, and accepting donations of material needs to deliver to the orphanage.

Date(s) of Project/Event: 2/5/16 For Grades: K-6

Start Day/Time: 2/5/16 @ 2:30 pm End Day/Time: 2/5/16 3:30 pm

Location of Project/Event: Front Gate

On-site

Off-site: (attach approved "Field Trip Request Form", as applicable)

Item Description	\$ Cost Per Item	Total Quantity Purchased	A	Sale Price of Item	B Anticipated Income (If all items sell)	Net Anticipated Funds Raised (B - A)
			Total Cost of Purchase			
Cookies	—	50	—	\$1	50.—	50.—
Juice	—	50	—	\$1	50.—	50.—
SAMPLE						
Beanie	\$1.60	120	\$192.00	\$12.00	\$1,440.00	\$1,248.00

Proceeds to benefit: Gabriel's House of Mexico

Anticipated Net Funds Raised (taken from chart above) \$ 100.—

## SUBMIT COMPLETED FORM TO BUSINESS OFFICE

(For office use only)

Maintenance Supervisor Approval: (use of facility or utilities):

Business Office Approval: W. C. Edwards Date: 2/4/16

Superintendent Approval: J. Smith Date: 2/1/16

Board Approval Date: \_\_\_\_\_  Approved  Not Approved Initial \_\_\_\_\_

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

## COLD SPRING SCHOOL FIELD TRIP REQUEST FORM

Please note: Major trips must be Board-approved; please allow 4 weeks

TODAY'S DATE: 12/15/15 REQUESTED BY: Sara DiSalvo TITLE: Music Specialist

FIELD TRIP DESCRIPTION: Disneyland Performance, Disneyland Resort, Ahaheim, CA

Date of Requested Trip: April 21, 2016 Destination: Anaheim, CA

Departure Time: 7:00 AM Return Time: 8:00 PM Total Cost: \$ See attached

Paid for by: Parent Club  \* District:  Students:  Other: (plus fundraising)  
**(Attach Purchase Requisition Form, any registration forms, and payment details)**

Cell Phone #: (805) 452-8451 email: sdisalvo@coldspringschool.net  
*(in case we need to reach you on the day of the field trip)*

Grade \_\_\_\_\_ Room # \_\_\_\_\_ Number of Students: 22 Number of Adults: TBD

Transportation: \* Private Vehicles  Bus  Other \_\_\_\_\_

\*\*Please list names of all drivers:

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\*\*All drivers must provide proof of insurance as indicated on the attached form no later than 24 hours prior to the trip.

Superintendent / Principal Signature S. Banning Date: 1-19-16

Calendared by: Bucky Banning Date: 1-21-16

TEACHERS: Before the day of the field trip, review your "medical conditions" list, (located in your emergency binders). If you have a student listed, check with the office for any medications kept on site. These medications must be picked up from the office and kept in your emergency backpack throughout the field trip and then returned to the office immediately upon your return.

## CHORUS DISNEYLAND COSTS: APRIL 21<sup>st</sup>, 2016

### FUNDRAISING TO DATE TOTALS:

Total Fall Funds Raised: \$469 (cookie sales) 12/17/15

Axxess: \$1230.00 (towards bus) 10/30/15

Subtotal raised: \$1699.00

### Disney Costs:

\$1804.00 admission tickets for 22 students

\$10.00 Ticket delivery via mail

\$1550.00 SB Airbus transportation fee

\$10 Group Photo Pass of Choristers at Disneyland

\$40 (juice and granola bars for snack before students sing)

\$12 DVD rental for bus ride

\$60 banjo musician

\$60 djembe musician

\$120 piano accompanist

**Total Cost:** \$3666.00

Total needed to raise: \$1967.00

Students may pay a \$53 donation towards admission = **\$1166.00**

Subtotal Needed to raise: \$801.00

### Fundraising Planned:

- 1) CPK gift cards and restaurant dine-in
- 2) Cookie Sales at the school Talent Show

### Other pending chorus costs:

*April 30<sup>th</sup> LACC MasterClass* with Guest Conductor Rebecca Hodson in SB will cost us for shared payment of guest conductor (approximately \$100)  
+ snacks (\$40)  
= \$140

## **DISNEYLAND® RESORT GUEST TALENT PROGRAMS PARTICIPATION AGREEMENT**

### **READ, SIGN AND RETURN AGREEMENT AT LEAST 4 WEEKS BEFORE YOUR VISIT**

By signing below, you represent that you are the director (the "Director") of the performance group set forth below (the "Group") and that the Director and the other members of the Group shall be bound by the following terms and conditions in connection with the Group's participation in any performances, seminars and/or workshops (collectively, the "Event") at the Disneyland® Resort (the "Resort"):

- Admission tickets to the applicable theme park ("Passports") shall be made available for pick-up by the Group for the Event pursuant to the prices and other terms and conditions set forth in the application executed by the Director on behalf of the Group for the Event and all other documentation provided to the Director in connection with the application and the Event (collectively, the "Application"). Pursuant to the terms set forth in the Application, the Group shall pay any and all costs and/or expenses required for the Event and complimentary Passports, if any, shall be made available to the Group for the Event. The price and other terms of the Passports may be changed upon written notification to the Director.
- Complimentary Passports, if any, are for the sole use of specified members of the Group (pursuant to the Application) and such Passports may not be transferred and/or sold to any other persons or entities. Should it be determined that the Group has transferred any complimentary Passports to any other third-party, the Group shall be liable to Walt Disney Parks and Resorts, LLC ("Disney") for the amount equal to the number of such transferred Passports multiplied by the main entrance price of an adult admission ticket to the applicable theme park. The Group shall return any unused complimentary Passports.
- The Passports shall be the only valid media for admission to the Event and the applicable theme park and every person who is a member of the Group and who shall be participating in the Event must be in possession of a valid Passport if the Event is to be held in a theme park. No Passports or any other Event admission tickets shall be available for purchase at the main entrance of the applicable theme park, unless previously approved by Disney.
- The Group shall participate in the Event on the date(s) set forth below pursuant to the terms set forth herein and in the Application, and all aspects of the Groups' performance, seminars and/or workshops during the Event shall be determined by Disney in its sole and absolute discretion including, but not limited to, times, location and format.
- The Group may enter the applicable theme park only during the validity dates set forth on their Passports and the Group shall then have the opportunity to enjoy the same theme park activities which are then available to the general public at the same prices, if any, charged to the general public for such activities. If any such activity becomes inoperable during the Event due to mechanical or other operating failures, Disney's inability or failure to restore such operation shall not constitute a breach of this agreement.
- Only those directly involved with the production of the Event will be allowed in the pre-show area or any Resort backstage area ("Backstage"). This includes participants, directors and one (1) chaperone per ten (10) participants. All chaperones must be at least eighteen (18) years of age and may not be accompanied by their non-participating children. All other persons will not be permitted Backstage and must enter the Resort through the main entrances. No videotaping, filming and/or photography of any kind is permitted Backstage.
- Uniforms, instruments, equipment and/or food may not be brought into or taken out of any theme park main entrance, nor may they be brought into any theme park for any reason unless and until approved by Disney. **Plan to store all equipment and personal items in the Group's locked vehicles.**
- All terms and conditions set forth in the Application shall be incorporated into this agreement.
- Disney shall have the sole right to approve all aspects of the Group's advertisement and/or promotion of the Event and the Group shall not use any advertising or promotional materials with respect to the Event unless such materials shall have been provided by Disney or Disney shall have approved such materials at least twenty-one (21) days in writing in advance which approval Disney may grant or withhold in its sole and absolute discretion. The Group shall not alter or permit to be altered any promotional materials, advertising or Passport media furnished to it by Disney.
- No videotaping, filming nor photography of the Group in costume may be taken in the Resort except during the Group's actual performance. The Group may not use any photos, film or video footage of the Group's performance at the Resort for commercial, recruitment and/or publicity purposes unless previously approved in writing by Disney.
- Commercial advertising is not permitted in any form in the Resort. This includes, but is not limited to, the use of commercial advertising on logos on uniforms, costumes, banners, signs, flags, props and set pieces. Costumed mascots and portrayals of trademarked characters and personalities are not permitted in the Resort.
- Distribution of commercial and/or promotional material and/or the sale of recordings, tapes and/or any other items is not permitted in the Resort.
- Should the Group cancel the Event for any reason, the Group shall return all Passports previously issued to the Group from Disney under this agreement and Disney shall refund any monies paid by the Group pursuant to this agreement upon receipt of such Passports. The Group shall be liable for any Passports that are not returned.

**Initials:** \_\_\_\_\_

**Group Name: COLD SPRING SCHOOL CHORUS**

**Event Date: APRIL 21, 2016**

- The Group shall comply with all rules and regulations which Disney may promulgate from time-to-time for the safe and orderly operation and use of the Resort. Failure by any person in the Group to comply with such rules and/or regulations (including, without limitation, the possession of alcohol, drugs and/or weapons) may result in ejection of such person and/or of the Group from the Resort and/or cancellation of the Event with no liability to the Group for such ejection or cancellation.

- The Group shall acquire no right to use, and shall not use, the names "Disneyland Resort" or "Disney" (either along or in conjunction with or as part of any other word or name) or any fanciful characters or designs of The Walt Disney Company or any of its related, affiliated and/or subsidiary companies: (i) in any advertising, publicity or promotion; (ii) to express or to imply any endorsement by Disney of the Group's products or services; or (iii) in any other manner whatsoever (whether or not similar to uses prohibited by (i) and (ii) above). The provisions of this paragraph shall survive the expiration or earlier termination of this agreement.

- Director represents and warrants on behalf of him/herself and the Group that (i) all performers are at least seven (7) years of age on the first day of the Group's arrival for the Event; (ii) Director has the full right, power and authority to enter into and perform this agreement on behalf of him/herself and the Group; and (iii) the Group has the right to perform the music and all elements contained in the performance including, but not limited to, all necessary consents, licenses and permissions.

- The Group shall defend, indemnify and hold Disney and all related, affiliated and subsidiary companies of Disney and the officers, directors, agents, employees and assigns of each, harmless from and against any and all claims, suits, damages, liabilities, costs and expenses (whether based on tort, breach of contract, patent and/or copyright infringement, product liability and/or otherwise), including, without limitation, attorneys' and other professionals' fees and costs, arising in any way from or out of or based on the Event and/or any related activities; any breach by the Group of its representations, warranties and/or covenants contained herein; and/or any act and/or omission of any member of the Group. The provisions of this paragraph shall survive the expiration or earlier termination of this agreement.

- Disney reserves the right to cancel, reschedule or alter any Disney produced performance, workshop and/or recreational event of the Group due to conflict with special events, improper dress, improper behavior, lack of cooperation, late arrival, inclement weather, or for any other reason Disney deems necessary.

- The Director understands that the Group was accepted for participation in the Event based upon the application material submitted on behalf of the Group. Should the Group vary in the number of performers, costuming, show content, or type from that indicated in the application material, the Group's performance(s), workshop(s) and/or other events may be subject to cancellation in Disney's sole and absolute determination.

- The Director hereby grants Disney and/or any of its affiliated companies the right to videotape, film, photograph and/or make other recordings and/or reproductions of the Group during the Event, and the right to use those reproductions in any type of electronic and/or print media, known and unknown, throughout the universe in perpetuity.

- This agreement shall be governed by the laws of the State of California and the Group expressly waives all rights to a trial by jury regarding any matter in connection with this agreement.

- In no event shall Disney be liable to the Group in connection with this agreement for any loss of profit or any other commercial damage, including, without limitation, consequential and/or other direct or indirect damages of any nature, for any reason, including, without limitation, the breach of this agreement or any expiration or earlier termination of this agreement, whether such liability is asserted on the basis of contract, tort (including, without limitation, negligence or strict liability) or otherwise, even if Disney has been warned of the possibility of such damage. Any liability Disney may have to the Group shall in no event exceed the total amount of the compensation received by Disney from the Group under this agreement. The provisions of this paragraph shall survive the expiration or earlier termination of this agreement.

- Disney retains the right to host other parties or events in the Resort during the Event.

- Nothing herein shall be deemed to create an agency relationship between Disney and the Group.

- The Director has read and understood the terms of this agreement and all other information included herewith and has informed all members of the Group, including parents and chaperones, of the policies and procedures discussed herein.

- The Director recognizes that any infraction of the terms of this agreement may result in the cancellation of the Event, or any part thereof. The Director understands that he/she is solely responsible for meeting all obligations specified herein regardless of the participation of any third party (i.e., booster, travel agency, etc.).

Group Name: COLD SPRING SCHOOL CHORUS      Event Date(s): APRIL 21, 2016

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Director, on behalf of the Group

Print Name: Sara DiSalvo



# Disney Performing Arts Ticket Package Order Form

# 2016

# INSTRUCTIONS & GUIDELINES

## **STEP 1:** Fill in the group name, date(s) of event(s), and **first day tickets will be used** on both pages.

- Please type or print clearly.

## **STEP 2:** Order Participant Packages.

- Fill in the quantity and type of Participant packages.
- Performance Packages include one performance at *Disneyland®* or *Disney California Adventure®* Park, one commemorative gift for each Performer, and Theme Park admission.
- Workshop Ticket Packages include one workshop at *Disneyland®* or *Disney California Adventure®* Park, one commemorative gift for each Performer, and Theme Park admission. Guests participating in a workshop on any day of their visit must select a Workshop Package.
- Guests who select a One-Day Disney Performing Arts Package (One-Day, One-Park or *Park Hopper®*), may qualify for discount pricing. Please refer to the Value Day Calendar to see applicable dates.
- Only Disney Performing Arts tickets may be used for participation in Disney Performing Arts.
  - » **Annual Pass, Cast Member or other non-Disney Performing Arts admission options cannot be used for participation in Disney Performing Arts.**
- Ticket prices are valid January 1, 2016 through December 18, 2016. Subject to change without notice.
- Tickets are valid only on the date(s) printed on the ticket.
- **Guests with multi-day Disney Performing Arts tickets may visit the Disneyland® Resort Parks during the 14-day date range indicated on the tickets, and only for the number of days purchased. The date range indicated on your tickets is based on the "First Date of Use" information you provide on the Ticket Package Order Form.**

## **STEP 3:** Fill in Package Upgrades and Add-ons

- Additional Disney Performing Arts Events must be purchased for each Participant as applicable.
  - » Additional Events can only be added to multi-day packages. Three-, four- and five-day packages include two Events.
  - » For Performance Packages, only a performance can be added as an additional Event (as available).
  - » For Workshop Packages, a performance or workshop can be added as an additional Event (as available).
- Premium Workshops are available for an additional cost of \$10 per Workshop Participant Package (if it is the only event) or for \$30 as an additional Event with the Workshop Participant Package.
- When calculating the total for additional events please calculate each of those participating in multiple groups and/or multiple events (performances and/or workshops) as separate participants.
- **Disney's Premier Performance Photo Package (\$400):** Have a Disney Photographer take live shots of all of your performances during your group's visit to the *Disneyland®* Resort, and digitally receive all of the photos – including a special posed group shot. This service must be booked and purchased at least 5 days in advance of your arrival. Photographs will be available online via a link sent to the email address you provided on your Ticket Package Order Form.

## **STEP 4:** Order Complimentary Director Packages.

- Fill in the quantity of complimentary Director packages (maximum of 2).
- Director package type is based on the type of package purchased by the majority of the Participants.



# Disney Performing Arts Ticket Package Order Form

# 2016

# INSTRUCTIONS & GUIDELINES

## STEP 5: Order Complimentary Chaperone Packages.

- Chaperones receive complimentary admission (maximum of one Chaperone per 10 Participants).
- Chaperone package type is based on the type of package purchased by the majority of the Participants.

## STEP 6: Fill in any Additional Guest Tickets.

- An "Additional Guest" is a Guest visiting the Park at the same time as the group, but who is not a Disney Performing Arts Participant, Chaperone or Director. Tickets for "Additional Guests" are intended for use on the same dates as the Group's visit.
- Guests of your group may not enter Backstage areas.

## STEP 7: Fill in any Additional Options.

## STEP 8: Fill in Payment and Delivery/Pick-up Options.

- Fill in the method in which you would like to receive your Disney Performing Arts Packages.
- Package Mail Order is recommended. Package Mail Order cannot be rushed. Please allow at least two full weeks for us to receive your order, process payment and ship your tickets to you. Please complete the mailing address section on the bottom of the form. Tickets are sent via FedEx and must be signed for upon delivery.
- If you wish to pick up the tickets at the *Disneyland*® Resort please provide the date of purchase/pick-up, as well as the name of the person completing the transaction. Government issued Photo I.D. will be required to pick up tickets.
- The *Disneyland*® Resort cannot replace lost or stolen tickets; additional tickets must be purchased for participation.
- Methods of Payment
  - Visa, MasterCard, American Express, Discover (complete the Credit Card Authorization Form enclosed).
  - Organizational check, cashier's check or money order (make payable to *Disneyland*® Resort).
  - When paying with credit card, check or money order, you are limited to two forms of payment (i.e. two separate checks, two different credit cards, etc.).
  - Sorry, personal checks and purchase orders are not accepted.
  - Cash is accepted only when picking up tickets at the *Disneyland*® Resort.

## STEP 9: Calculate the Grand Total.

## STEP 10: Return Package Order Form with payment (if applicable).

- These documents can be returned by email, printing and faxing or by mail.
- For questions, please contact a Disney Performing Arts Pre-Production Specialist (Monday-Friday, 9:00am-4:30pm PST):

**Phone:** (800) 854-8671 or (714) 781-3417

**Fax:** (714) 781-1351

**Email:** dlr.performing.arts@disney.com

### Standard Mail:

*Disneyland*® Resort  
Disney Performing Arts  
DL619B  
Post Office Box 3232  
Anaheim, CA 92803-3232

### Overnight or Express Delivery:

*Disneyland*® Resort  
Disney Performing Arts  
1020 W. Ball Rd  
Anaheim, CA 92802-1804



16

Group Name:

Event Date:

First Date of Ticket Use<sup>s</sup>:

## Director & Chaperone Packages

Type of complimentary package for Directors and Chaperones is based on the majority of participant packages purchased. Each group may receive up to two complimentary Director packages. Chaperone packages are offered one per every ten participants.

### Complimentary Director Packages

Maximum two per group. Includes commemorative gift.

NUMBER OF DIRECTORS

2

### Complimentary Chaperone Packages

1 per every 10 participants.

NUMBER OF CHAPERONES

## Additional Guest Tickets

An "Additional Guest" is a Guest visiting the Park at the same time as the group, but who is not a Disney Performing Arts Participant, Chaperone or Director. Tickets for "Additional Guests" are intended for use on the same dates as the Group's visit.

### One-Day, One-Park Ticket \$95 (\$85 Value Day Pricing)

Includes one day admission to either Disneyland® or Disney California Adventure® Park.  
Value Day pricing is only available on certain days, see calendar for details.

VALUE DAY

REGULAR

\$

### One-Day Park Hopper® \$134 (\$120 Value Day Pricing)

Includes one-day admission to both Theme Parks.  
Value Day pricing is only available on certain days, see calendar for details.

VALUE DAY

REGULAR

\$

### Two-Day Park Hopper® \$171

Includes two-day admission to both Theme Parks.

REGULAR

\$

### Three-Day Park Hopper® \$205

Includes three-day admission to both Theme Parks.

REGULAR

\$

### Four-Day Park Hopper® \$242

Includes four-day admission to both Theme Parks.

REGULAR

\$

### Five-Day Park Hopper® \$279

Includes five-day admission to both Theme Parks.

REGULAR

\$

## Additional Options

### Disneyland® Resort Gift Cards

Accepted at select Resort food, beverage and merchandise locations. Other restrictions apply.

\$15

\$20

\$

### Disneyland® Resort Meal Coupons

Accepted at any dining location within Theme Parks and Resort Hotels. Not valid at Downtown Disney or merchandise locations. No change will be given. Other restrictions apply.

\$10

\$15

\$

## Payment & Delivery/Pick-up Options

Package Mail Order: \$10 - Continental USA; \$20 - Alaska/Hawaii; \$30 - International  
Enclose full payment including shipping and handling with order. Please complete the Mailing Address box below.

\$

Pre-paid Packages to be **picked up** at the Guest Services Window at the Disneyland® Resort  
Enclose full payment, indicate the date the tickets will be picked up, and the name of the person who will retrieve them.

Packages to be **picked up and paid for** at the Guest Services Window at the Disneyland® Resort  
Indicate the date the tickets will be picked up, and the name of the person who will retrieve them.

Pick-up Name

Pick-up Date

Mailing Address (No P.O. Boxes) Please note that tickets are sent via FedEx and must be signed for.

Name

Phone

Sub-Total  
(This Side)

\$

Address

Cold Spring School

2243 Sycamore Canyon Road, Santa Barbara, CA 93108

Sub-Total  
(Other Side)

\$

GRAND  
TOTAL

\$

\$Multi-day tickets valid only during dates printed on tickets.



# Disney Performing Arts Ticket Package Order Form

# 2016

Group Name:

Event Date:

First Date of Ticket Use<sup>1</sup>:

## Performance Participant Packages

Each package includes one performance at either *Disneyland*<sup>®</sup> or *Disney California Adventure*<sup>®</sup> Park, one commemorative gift per Participant, and Theme Park admission. Value Day pricing is only available on certain days for certain packages, see calendar for details.

		Number	Total
One-Day, One-Park Package \$92 (\$82 Value Day Pricing) Theme Park admission is included for only the park your group performs in.	VALUE DAY	REGULAR	\$
One-Day Park Hopper <sup>®</sup> Package \$131 (\$117 Value Day Pricing) Includes one-day admission to both Theme Parks.	VALUE DAY	REGULAR	\$
Two-Day Park Hopper <sup>®</sup> Package \$168 Includes two-day admission to both Theme Parks.			\$

## Workshop Participant Packages

Each package includes one workshop<sup>2,3</sup> at either *Disneyland*<sup>®</sup> or *Disney California Adventure*<sup>®</sup> Park, one commemorative gift per Participant, and Theme Park admission. Value Day pricing is only available on certain days for certain packages, see calendar for details.

One-Day, One-Park Package \$95 (\$85 Value Day Pricing) Theme Park admission is included for only the park your group's workshop is in.	VALUE DAY	REGULAR	\$
One-Day Park Hopper <sup>®</sup> Package \$134 (\$120 Value Day Pricing) Includes one-day admission to both Theme Parks.	VALUE DAY	REGULAR	\$
Two-Day Park Hopper <sup>®</sup> Package \$171 Includes two-day admission to both Theme Parks.			\$

## Multi-Event Participant Packages

Each package includes two Disney Performing Arts events at either *Disneyland*<sup>®</sup> or *Disney California Adventure*<sup>®</sup> Park, one commemorative gift per Participant, and Theme Park admission.

Three-Day Park Hopper <sup>®</sup> Package \$205 Includes three-day admission to both Theme Parks.			\$
Four-Day Park Hopper <sup>®</sup> Package \$242 Includes four-day admission to both Theme Parks.			\$
Five-Day Park Hopper <sup>®</sup> Package \$279 Includes five-day admission to both Theme Parks.			\$

## Package Upgrades and Add-ons

Additional DPA Event <sup>2</sup> (per Participant) \$20 Three-, four- and five-day packages include two events.			\$
Premium Workshop Upgrade <sup>2</sup> (per Participant) \$10 Upgrade applicable to events included in Ticket Package. See Workshop description to determine if it is a Premium Workshop.			\$
Additional Premium Workshop <sup>2</sup> (per Participant) \$30 See Workshop description to determine if it is a Premium Workshop.			\$
Disney's Premier Performance Photo Package \$400 Have a Disney Photographer take live shots of all of your performances during your group's visit to the <i>Disneyland</i> <sup>®</sup> Resort, and receive all of the photos including a special posed group shot. Photographs will be delivered digitally to the group after your visit is complete.	Email address (required):		\$

Sub-Total  
(This Side)

<sup>1</sup> If accepted and booked. <sup>2</sup> Minimum numbers apply. <sup>3</sup> Excluding Premium Workshops. \$ Multi-day tickets valid only during dates printed on tickets.



750 Technology Drive, Goleta, CA  
**(805) 964-7759 :: (800) 423-1618 (toll-free)**  
 License #TCP - 1262A

# Charter Contract #45888

As of: 12/17/15

**The Driver is the Difference!**

## CUSTOMER INFORMATION

Organization Name:	<b>Cold Springs School</b>	Address:	<b>2243 Sycamore Canyon Rd</b>
Contact Name:	<b>Sara Di Salvo</b>		<b>Santa Barbara, CA 93108</b>
Phone #:	<b>969-2678</b>	Email:	<b>sdisalvo@coldspringschool.net</b>
2nd Phone #:		Group:	<b>Choir</b>
		Passengers:	<b>47</b>

## TRAVEL INFORMATION

Pickup Date: **04/21/2016 - Thursday** Spot: **06:45 AM** Pickup Time: **07:00 AM**  
 Pickup Location(s): COLD SPRINGS SCHOOL - 2243 SYCAMORE CANYON RD. 93108

Destination(s): **DISNEYLAND - 700 W BALL RD ANAHEIM 92802**  
 (AND WEST PLACE VEHICLE INSPECTION 10:15AM / BACK STAGE 10:30AM

-----  
 Return Date: **-** Spot: **Return Time:**

Pickup Location(s): **\*\*\*WAIT AND RETURN DEPARTURE SPOT AT 5:45PM DEPART AT 6:00PM\*\*\***

Destination(s):

Notes: **NOTE BECAUSE OF LENGTH OF DAY DRIVER WOULD NEED THE REQUIRED 8 HOURS IN HOTEL ROOM**

Vehicles: **1 - 47 Passenger SPAB Tour Coach**

Amenities:	<input checked="" type="checkbox"/> SPAB(K-12 Students)	<input checked="" type="checkbox"/> DVD & Video	<input type="checkbox"/> Microphone / PA
	<input type="checkbox"/> Wheelchair Lift	<input checked="" type="checkbox"/> Restroom	<input type="checkbox"/> Waters (+\$25/bus)

## RATE & PAYMENT INFORMATION

- Driver Gratuity Included**
- Deposit or CC Info Received**
- We will bill your account**
- \*\*QUOTE ONLY\*\***

Total Rate:	<b>\$1350.00</b>
Deposit Paid:	<b>\$</b>
Additional Charges:	<b>\$200.00</b>
Other Payments:	<b>\$</b>

**THANK YOU FOR YOUR BUSINESS!**

**TOTAL DUE: \$1550.00**



# Charter Rental Agreement

## Terms & Conditions

The attached charter order is forwarded for your review. A 50% deposit or a credit card to hold that on is required to confirm your order. Please review the following terms and conditions. If they are agreeable please submit your deposit or credit card information to confirm your order.

**\*\* A reservation is not confirmed until we have received a 50% deposit or credit card to hold it on. \*\***

### Rate Agreement / Gratuities

This quote is for the specified duration and mileage only. The total charges for your charter are subject to change in accordance with your actual itinerary, which is due 10 days prior to the service date. Changes to the itinerary within 10 days of date of service may not be possible and may be subject to a fee. Upon completion of the charter, additional time or mileage exceeding the amount agreed upon will be charged at rates indicated in the order. **Driver gratuities are not included in the rate unless otherwise specified on the order. That amount is at your discretion.**

### Tolls, Parking Fees, Etc...

Quoted rates do not include any additional fees that may be required to perform the services requested. These include, but are not limited to: Tolls, parking fees, entrance fees, regulatory fees and any other charge not specifically agreed upon in the order.

### Driver Hotel Room

On multiple-day trips we require that the group provide the driver a single, private room per night. Unless otherwise stated, the group is responsible for the booking and payment of said room(s). This may be required on single-day trips that require 12 or more hours of service. A driver is required to have an 8-hour break in a hotel in the event a trip requires 10 or more hours of driving.

### Damages

Customers are responsible for costs to repair any and all damages caused by customer's party and any additional cleaning fees for coaches returned in poor condition. The Santa Barbara Airbus reserves the right to require a \$500 refundable security deposit on any and all reservations. This security deposit is required on trips where food and/or beverages will be consumed on the bus.

### Cancellation Policy

Any payment or deposit is fully refundable as long as we receive written notice of cancellation at least 30 days prior to service date. Cancellations within 30 days of the service date are subject to a 50% cancellation fee. Cancellations within 14 days are subject to a 100% cancellation fee.

### Disclaimer

Santa Barbara Airbus Inc. is not liable for damage to or loss of baggage or other property. Baggage and all other property is handled at the passengers own risk. Santa Barbara Airbus Inc. shall not be liable for loss of time or monies due to mechanical failure, inclement weather or traffic. We strive to ensure the best operating condition of all accessory systems, but due to unpredictable failure rates of accessory systems, we cannot guarantee the operation of radio/video/internet/PA systems, air conditioning or restrooms. No refunds or adjustments are given for accessory system failures or unavailability. For locations that may present a hazard to the vehicle or property, Santa Barbara Airbus Inc. may require a site inspection. The customer is responsible for any costs associated with said inspection. On private property, dirt roads and when in rural locations, Santa Barbara Airbus cannot be responsible for damages or lack of service. We cannot guarantee the assignment of a requested driver and we reserve the right to substitute equipment leased from other carriers.

**\*\*By supplying your deposit or credit card information, you accept and agree to all terms & conditions. \*\***



Thank you for choosing the Santa Barbara Airbus for your transportation needs. Please review the following information.

**Designated Stops.** Other than medical emergency, vehicle breakdown, or when the driver determines that it is unsafe to continue operation because of reduced visibility, the driver will make ***designated stops only*** in compliance with state regulations for school activity trips. Therefore we will require you to provide an itinerary of all stops, including all meal stops, rest stops, and all stops to be made by the bus driver even if they are tentative or not likely to happen. The itinerary must include specific locations, addresses and/or street names and cities. Example: McDonald's at Seaward St. / Ventura CA.

**Conduct.** Please note that California law makes the driver of the bus directly responsible for the safety and orderly conduct of the pupils while they are on the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for the pupil to be denied transportation. The driver shall not require any pupil to leave the bus between home and school, or between school and other "designated" locations (5CCR 14103), unless the pupil is given into the custody of a parent or guardian, or someone designated by the parent or school district.

**Pupil Safety and Security.** School activity trips should be a learning and positive experience for all passengers aboard the bus. To insure the success of the trip, the driver should receive information in writing of any prior arrangements made for children to be discharged from the bus into the custody of a parent or guardian at any point during the trip; or if a pupil is to be discharged from the bus at a different location other than the one(s) specified in the contract for the trip. Also, any contact information such as Main Contact Person's name and phone number should be forwarded to our office to be used in the event of an emergency, or in case special instructions are required.

**Standing passengers.** According to the California Code of Regulations the bus shall not be put in motion until all passengers are seated, and all passengers must remain seated at all times when the bus is in motion (13CCR 1217). Only an adult acting ***upon request by the driver*** to supervise or assist a pupil is permitted to stand.

Please feel free to contact us if you have any questions (805) 964-7759. The trip itinerary and this signed acknowledgement must be returned to us at least 24 hrs. prior to the date of the trip. Thank you in advance for your cooperation. Fax (805) 683-0307.

---

Customer

Contract No. \_\_\_\_\_

\_\_\_\_\_  
Signature

01/22/16

Date

SARA DISALVO  
Print Name

COLD SPRING SCHOOL  
School or Organization



## DRIVER ON DUTY STATUS

Thank you for choosing the Santa Barbara Airbus for your transportation needs. Please review the following information.

Be advised that California Code of Regulations prohibits the driver of a school activity trip from driving more than ten (10) hours total during any sixteen (16) hour work period. And the driver shall not drive again without first being off duty for at least eight (8) consecutive hours.

Also, a School Activity Bus Driver shall not drive again after sixteen (16) hours have elapsed since first reporting for duty without first having been off duty for eight (8) consecutive hours. (CCR1212)

Please help us achieve the best service possible by making sure you inform the driver of any changes in your itinerary that may be likely to affect the driver's on duty status.

Thank you in advance for your cooperation.

Please feel free to contact us if you have any questions (805) 964-7759. The trip itinerary and this signed acknowledgement must be returned to us at least 24 hrs. prior to the date of the trip. Fax (805) 683-0307.

---

Customer

Contract No.\_\_\_\_\_

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Signature

January 22, 2016

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Date

---

Sara DiSalvo

Cold Spring School

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Print Name

School or Organization

**CONSENT**  
**February 8, 2016**

**BOARD AGENDA ITEM 9.E.**

TO:           Board of Trustees  
FROM:        Tricia Price, Superintendent/Principal  
RE:           **Personnel Items – Employment**

---

The following personnel items are submitted to the Board for approval.

**CERTIFICATED EMPLOYEES**

**Retirements:**

Name	Position	Effective Date
Diana Wilson	Reading Specialist	June 17, 2016

**CLASSIFIED EMPLOYEES**

**Assignment:**

Name	Position	Effective Date
Renee Hamaty	Music Accompanist	January 29, 2016
Hannah Bruesehoff	Dolphin Center Aide	January 29, 2016

Diana Wilson  
808 Coyote Rd.  
Santa Barbara, CA  
93108  
805-565-3317

January 20, 2016

Dr. Tricia Price  
Superintendent / Principal Cold Spring School

The Board of the Cold Spring School District  
2243 Sycamore Canyon Rd.  
Santa Barbara, CA 93108

It is with mixed sentiments that I tender my resignation as the Reading Specialist at Cold Spring School. My intention is to retire in June of this year. Though I look forward with great joy to the time that I will be spending with my own family, I will dearly miss our community here at Cold Spring.

Throughout the years, I have been fortunate to work with a talented and dedicated staff, and our current group is no exception. They are among the finest educators that I have ever known. I have also enjoyed the generous support of this board, and our principal / superintendent, Dr. Price, for which I am most grateful. Finally, it has been an honor to teach your delightful children. Every day they have reminded me of the pure joy found in learning to read. Thank you so very much for this most rewarding opportunity.

Sincerely,

*Diana Wilson*

**SUPERINTENDENT'S REPORT**  
**February 8, 2016**

**BOARD AGENDA ITEM 10.A.**

TO: Board of Trustees

FROM: Tricia T. Price, Superintendent/Principal

RE: **Report Back from Superintendent's Symposium**

---

I attended the annual Superintendent's Symposium on January 27, 28 and 29 in Monterey, California. This is sponsored by the Association of California School Administrators (ACSA) and is part of a week-long Symposium open to all California Superintendents. The theme this year is "Sustaining the Promise of Equity for Our Students."

Some "big ideas" I took away from the break-out sessions, with a focus on accountability and instruction:

- The instructional leader in a school organization is not necessarily a curriculum and instruction expert. The leader builds capacity into the organization at every level.
- Effective teaching has ten times the impact on student success than any other factor.
- The instructional leader is the "Lead Learner."
- There are Seven identified Habits of highly effective instructional leaders:
  1. Understands brain research (neuroscience) and applies that understanding to instructional practices
  2. Analyzes data, and applies understanding to effective Professional Development
  3. Understands types of teachers and how to have effective conversations with all types of teachers
  4. Encourages peer coaching
  5. Implements Professional Learning Communities wisely
  6. Connects to the latest research – cutting edge
  7. Fosters positive relationships at all levels
- Beware of "Initiative Overload" – don't take on too much at once
- The No Child Left Behind Act failed to positively affect student achievement

**SUPERINTENDENT'S REPORT**  
**February 8, 2016**

**BOARD AGENDA ITEM 10.B**

TO: Board of Trustees

FROM: Tricia T. Price, Superintendent/Principal

**RE: Enrollment Report/Tours Update, New Students**

---

At the January, 2016 Board meeting, Board President Goligoski requested a report in some detail on tours given to prospective Cold Spring families.

Since that meeting, I have conducted two tours, both families from out of the area, looking for housing. One family had an incoming first grader, the other had two elementary aged children. Both families were also considering Montecito Union, and were looking for housing in the area specifically because of the reputation of the two elementary districts in Montecito.

Mid-February, we will be getting two new students from Germany, a third grader and a fourth grader. I believe they will be attending Cold Spring only for the remainder of this school year.



## 2016-17 Projected Enrollment and Staffing

Teacher	K	1st	2nd	3rd	4th	5th	6th	Total
	K	13						
	K	12					25	
1		13						
1		12					25	
2			18				18	
3				21			21	
4					23		23	
5						19		19
6							13	
6							12	25
								156
TOTALS	25	25	18	21	23	19	25	156
without SDC	25	24	18	19	23	19	23	152
K,1,2,3	89	by	6	is	14.8	average class size		
4,5,6	67	by	4	is	16.7	average class size		
K-6 average	156	by	10	is	15.6			

**SUPERINTENDENT'S REPORT**  
**February 8, 2016**

**BOARD AGENDA ITEM 10.C.**

TO: Board of Trustees

FROM: Tricia T. Price, Superintendent/Principal

RE: **Presentation Regarding Montecito YMCA Development Project –  
Mike Yamasaki, Executive Director**

---

Mike Yamasaki, Executive Director for YMCA, will address the Board regarding a Montecito YMCA development project.

**SUPERINTENDENT'S REPORT**  
**February 8, 2016**

**BOARD AGENDA ITEM 10.D.**

TO:           Board of Trustees  
FROM:        Tricia T. Price, Superintendent/Principal  
RE:           Formation of Building/Design Committee

---

At their January 25, 2016 Special Session meeting, Board members directed administration to look into the development of a Building/Design Committee that might include administration, Board members, staff, maintenance, parents, and community members. The function of this committee would be to make observations and/or recommendations to the Board regarding the projected new construction of classrooms and administrative offices.

I propose we move forward and form a Superintendent's Committee (a non-Brown Act committee). I would like to include one or two Board members on this committee. A Program Committee has already been formed to look at the details of the new building, and this committee will have its first meeting on February 9. The architectural team will first meet with administrative staff to look at the administrative portion of new construction, and then will meet with some members of the teaching staff to look at the classroom portion of new construction. The ideas generated at this meeting will then be shared with the Building/Design Committee at their first meeting at the end of February (date TBD). A report will be made on both of these meetings at the March Board meeting.

This item is included on the agenda for discussion and so that Board member(s) can be selected to serve on the Building/Design Committee.

**SUPERINTENDENT'S REPORT**  
**February 8, 2016**

**BOARD AGENDA ITEM 10.E.**

TO: Board of Trustees

FROM: Tricia T. Price, Superintendent/Principal

**RE: Teacher Assignment Monitoring**

---

The Teacher Assignment Monitoring that was conducted at Cold Spring this year identified no certificated misassignments.

Please see the enclosed notification from the Santa Barbara County Education Office.



January 20, 2016

## Santa Barbara County Education Office

4400 Cathedral Oaks Road, P.O. Box 6307, Santa Barbara, California 93160-6307  
(805) 964-4711 • FAX: (805) 964-4712 • Direct Dial: 964-4710 plus extension

*Service and Leadership* • [www.sbceo.org](http://www.sbceo.org)

Dr. Tricia Price, Superintendent  
Cold Spring School District  
2243 Sycamore Canyon Road  
Santa Barbara, CA 93108

### **Teacher Assignment Monitoring – Cold Spring School District**

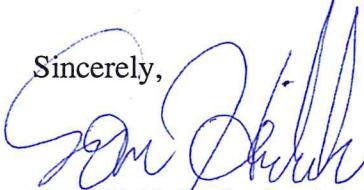
Dear Tricia:

The required Assignment Monitoring for your school district has been completed. Using the information provided by you and your staff, we have determined that all of your certificated staff whose assignments were monitored this year are appropriately covered by their credential authorization(s) and / or Education Code assignment options.

We are very pleased to inform you that no misassignments were identified at your school district. Under provisions of Education Code Section 44258.9(b), we will not need to monitor your district certificated assignments again until the 2019-2020 school year.

Thanks to you and your staff for the prompt and detailed response to our request for information regarding your certificated staff assignments. As always, please feel free to contact me at 964-4710, ext. 5266 with any questions pertaining to credentialing requirements, credential authorizations, or Education Code assignment options.

Sincerely,



Tom Heiduk, Credentials Analyst

/th

c: Coral Godlis

**CONFERENCE**  
**February 8, 2016**

**BOARD AGENDA ITEM 11.A.**

TO: Board of Trustees

FROM: Tricia T. Price, Ed.D. Superintendent/Principal

RE: **Review and Discussion of Assumptions to Use in the Beginning Stages of the Development of the 2016-17 District Budget**

On the FY 2016-17 Budget Adoption Calendar, adopted on the January 11, 2016 Board agenda, the February 8<sup>th</sup> item listed was an “Analysis of State Budget and a draft of the District’s general budget assumptions are presented to the Board”.

Attached is a copy of the SSC prepared Pocket Budget with highlights of the FY 2016-17 Governor’s January Budget Proposal.

Also included is a recap of basic assumptions developed for General Fund revenues and expenditures within the district’s FY 2016-17 draft budget.

The Board is asked to review the assumptions and proposal information and provide direction related to assumptions used in the development of the preliminary FY 2016-17 budget.

The next step will be a continued discussion with staff on March 2<sup>nd</sup> at their meeting.

A further review of assumptions within the preliminary budget will be agendized for the Board’s regular March 14<sup>th</sup> meeting. Preliminary notices for possible reduction of certificated staff, if necessary, will also be provided for approval and distribution prior to the March 15 legal notice deadline.

\*\*\*\*\*

**FOR INFORMATION AND DIRECTION.**

## **COLD SPRING SCHOOL DISTRICT** **Draft 2016-17 Budget Considerations**

### **Revenues**

**Property tax revenue** is based on the assumption of an approximate 3 percent increase. This is an estimate; property tax revenue over the last several years has fluctuated from a high of 11% to under 1%, with the last couple of years close to 3.5%. The 15-16 projection at Period 1, (P1), from the County of Santa Barbara is a 4.14% increase over taxes paid in 14-15. Multi-year projections in the FY 2015-16 First Interim assumed a 3.5% property tax increase.

#### **Federal revenues**

The District receives federal funds from Title I and Title II, both part of the No Child Left Behind Act. This amount is approximately \$14,000 this year. This revenue is expected to remain at this level for 2016-17.

#### **State revenues**

The Governor's FY 15-16 budget included a one-time Educator Effectiveness grant. The District anticipates receiving \$ 23,904 and the District Board reviewed a plan for use of the funds and approved the plan at their November 9th and December 14<sup>th</sup> Board meetings. The Governor's FY 16-17 January Proposal included an additional one-time amount of \$214 per ADA or approximately \$31,672.

#### **Local revenues**

The District anticipates requesting \$100,000 from the Foundation, as in prior years.

### **Expenditures**

#### **Certificated staff**

The March Draft Budget will show 10 teachers, plus one FTE TOSA. Should enrollment increase substantially to require the addition of a teacher, the cost to the District of a teacher and an aide is approximately \$95,000.

## **Classified staff**

The number of teachers budgeted will directly impact the number of instructional assistants in our projected staffing model.

## **Employee benefits**

Cal-STRS and Cal-PERS retirement employer paid contributions will rise from 10.73% and 11.874% to 12.58% and 13.05% per dollar of salary paid, respectively. Cal-STRS *employee* paid rates will increase depending on when the employee entered the system. From 9.20% to 10.25% if Pre-PEPRA and from 8.56% to 9.205% if Post-PEPRA. Cal-PERS Classic members continue to pay 7.00% and new members 6% until further notice.

Negotiated employer paid premiums for the health and dental benefits will remain the same.

## **Books and Supplies**

This expenditure will depend largely on whether or not the District decides to pilot and purchase a new ELA program.

## **Services**

No changes or differences are noted in the budgets.

**Special education** services at Cold Spring School are provided by the Santa Barbara County Education Office as a direct service. The annual program cost for CSS is based on the level of services required by the school and the total costs of all direct service districts that the County Office serves. Next year, it is expected that the District will have a similar cost in special education services as we anticipate similar numbers of students who will qualify for these services.

## **Facilities**

This expenditure will be determined by the Board's direction to finance the new construction, the amount to be financed, and the number of years of debt service. Total cost of construction is anticipated to be \$2.5 million dollars. All or part of that total can be financed by the District at the direction of the Board and the approval of the County Office of Education. The current timeline shows that construction will begin in January, 2017, and will take 10 months.

**BUSINESS & FINANCE**  
**February 8, 2016**

**BOARD AGENDA ITEM 11.B.**

**TO:** **Board of Trustees**  
**FROM:** **Mary T. Stark, CBO**  
**RE:** **Review Differences Between the FY 2015-16 Original General Fund Budget and the First Interim Budget**

Board members will recall that the FY 2015-16 First Interim Report was provided and approved for submission through the County Office of Education to the California Department of Finance at the December 14, 2015 regular meeting.

At that time, I provided a recap sheet of the Combined (Unrestricted / Restricted) General Fund comparing the previous June 8, 2015 Board approved Original Budget to the differences projected in the proposed First Interim Budget.

The differences had been developed based upon reconciliation of the Original Budget detail with current year position control, personnel contracts, collectively bargained settlement factors & salary schedules, actions taken by the Board since June 8, up to date information on revenues from various sources and actual invoices received.

Based on a request from President Goligoski, at the January 11 Board meeting, I have broken out the Combined General Fund Budget recap provided December 14th into unrestricted and restricted sections. There are comments to the right of each budget item describing the reason(s) for the projected difference.

The Budget recap sections are provided for your information and review.

\*\*\*\*\*

**FISCAL IMPACT: Information Only. Detail supporting the previously submitted FY 2015-16 First Interim Budget for the General Fund.**

**COLD SPRING SCHOOL DISTRICT**  
**FY 15 16 COMBINED GENERAL FUND**  
**RECAP OF DIFFERENCES BETWEEN ORIGINAL AND FIRST INTERIM BUDGET**

<b>FY 2015-16 FIRST INTERIM BUDGET COMPARISON WITH BOARD APPROVED ORIGINAL BUDGET      GENERAL FUND (Unrestricted/Restricted)</b>		<b>A</b>	<b>B</b>	<b>15-16 First Interim Change Over 15-16 Original Budget</b>
		<b>2015-16 Original Budget</b>	<b>2015-16 First Interim</b>	
<b>1. REVENUE</b>				
REVENUE LIMIT SOURCES/PROPERTY TAXES		3,275,297	3,311,821	36,524 Increase in property tax at P1 projection
FEDERAL REVENUE		28,783	14,135	(14,648) Title I & II to match allocations
OTHER STATE REVENUE		109,950	140,895	30,945 One-Time Funds, Effective Educator grant net of other revisions
OTHER LOCAL REVENUE		145,805	138,539	(7,266) Revised Foundation, Chorus, Parent Club funds
<b>TOTAL REVENUES</b>		<b>3,559,834</b>	<b>3,605,390</b>	<b>45,556</b>
<b>2. EXPENDITURES</b>				
CERTIFIED SALARIES		1,423,443	1,547,412	123,969 Staffing for 158 v. 148 enrollment, collective bargaining agmt, long term sub
CLASSIFIED SALARIES		579,869	656,191	76,322 Staffing for 158 v. 148 enrollment, collective bargaining agmt
EMPLOYEE BENEFITS		653,128	726,370	73,242 Benefits for salary increases, coll barg Health plan employer paid cap
BOOKS AND SUPPLIES		142,656	144,255	1,599 Misc use of restricted resources such as c/o Prop 20 lottery
SERVICES AND OPERATING EXPENDITURES		312,994	345,152	32,158 Misc use of restricted resources such as Clean Energy Act
CAPITAL OUTLAY		0	0	0
SPECIAL EDUCATION TRANSFER OUT		236,000	255,700	19,700 Increase in projected Special Ed Transfer to SBCEO
<b>TOTAL EXPENDITURES</b>		<b>3,348,090</b>	<b>3,675,080</b>	<b>326,990</b>
INTERFUND TRANSFER IN FROM SPECIAL RESERVE (Fund 17)		0	0	
INTERFUND TRANSFER OUT TO SPECIAL RESERVE (FUND 17)		0	0	0
INTERFUND TRANSFER OUT TO CAPITAL OUTLAY (FUND 40)		174,701	0	(174,701) Transfer to Fund 40 Spec Res for Cap Outlay
INTERFUND TRANSFER OUT TO DOLPHIN (FUND 63)		30,000	30,999	999 Transfer to Fund 63 Dolphin Center
<b>TOTAL OTHER OUTGO</b>		<b>204,701</b>	<b>30,999</b>	<b>(173,702)</b>
<b>TOTAL EXPENSES AND OTHER OUTGO</b>		<b>3,552,791</b>	<b>3,706,079</b>	<b>153,288</b>
NET INCREASE (DECREASE) IN FUND		7,043	(100,689)	(107,732)
<b>3. FUND BALANCE RESERVES</b>				
BEGINNING FUND BALANCE, JULY 1		300,307	299,080	(1,227)
NET INCREASE (DECREASE) IN FUND		7,043	(100,689)	(107,732)
<b>4. ENDING FUND BALANCE, JUNE 30</b>		<b>307,350</b>	<b>198,391</b>	<b>(108,959)</b>
Required 5% Minimum Reserve for Economic Uncertainty		177,640	185,304	
Fund 17 Special Reserve Fund		943,914	323,860	Transferred out at 14-15 year end to Fund 01 General and Fund 40 Spec Rsvr (620,054) for Capital Outlay

m. stark

12/14/2015

## COLD SPRING SCHOOL DISTRICT

## FY 15 16 UNRESTRICTED GENERAL FUND

## RECAP OF DIFFERENCES BETWEEN ORIGINAL AND FIRST INTERIM BUDGET

FY 2015-16 FIRST INTERIM BUDGET COMPARISON WITH BOARD APPROVED ORIGINAL BUDGET      GENERAL FUND (Unrestricted)		A	B	15-16 First Interim Change Over 15-16 Original Budget
		2015-16 Original Budget	2015-16 First Interim	
<b>1. REVENUE</b>				
REVENUE LIMIT SOURCES/PROPERTY TAXES				
FEDERAL REVENUE	0	0	0	
OTHER STATE REVENUE	28,320	110,513	82,193	One-Time Mandated Cost Claim/Unrestricted Lottery funds
OTHER LOCAL REVENUE	145,805	138,539	(7,266)	Revised Foundation, Chorus, Parent Club, Camp funds
<b>TOTAL REVENUES</b>	<b>3,449,422</b>	<b>3,560,873</b>	<b>45,556</b>	
<b>2. EXPENDITURES</b>				
CERTIFICATED SALARIES	1,423,443	1,538,740	115,297	Added 1 FTE staffing for 158 v. 148 enrollment, 2% per collective bargaining agmt, long term sub, change in Supt salary, certificated subs & Clubs hourly; Column movement
CLASSIFIED SALARIES	579,869	656,191	76,322	Added 1 FTE staffing for 158 v. 148 enrollment, 2% collective bargaining agmt, central office sub, drama/band coordinators & accompanists, Class. aide duty; 1 hr daily disaster prep/OES; Westmont Summer crew, Vacation payout
EMPLOYEE BENEFITS	653,128	725,188	72,060	Benefits for salary increases, Coll barg Health plan employer paid cap increase
BOOKS AND SUPPLIES	136,492	134,186	(2,306)	Bus ofc & unrest lottery supplies reduced
SERVICES AND OPERATING EXPENDITURES	234,211	266,967	32,756	Exp for summer workshops; P&L and Sp Ed Vol Ins premium inc; CBO consultant;
CAPITAL OUTLAY	0	0	0	
SPECIAL EDUCATION TRANSFER OUT	236,000	255,700	19,700	Increase in projected Special Ed Transfer to SBCEO
<b>TOTAL EXPENDITURES</b>	<b>3,263,143</b>	<b>3,576,972</b>	<b>313,829</b>	
INTERFUND TRANSFER IN FROM SPECIAL RESERVE (Fund 17)	0	0		
INTERFUND TRANSFER OUT TO SPECIAL RESERVE (FUND 17)	0	0	0	
INTERFUND TRANSFER OUT TO CAPITAL OUTLAY (FUND 40)	174,701	0	(174,701)	Transfer to Fund 40 Spec Res for Cap Outlay
INTERFUND TRANSFER OUT TO DOLPHIN (FUND 63)	30,000	30,999	999	Transfer to Fund 63 Dolphin Center
<b>TOTAL OTHER OUTGO</b>	<b>204,701</b>	<b>30,999</b>	<b>(173,702)</b>	
<b>TOTAL EXPENSES AND OTHER OUTGO</b>	<b>3,467,844</b>	<b>3,607,971</b>	<b>153,288</b>	
NET INCREASE (DECREASE) IN FUND	(18,422)	(47,098)	(28,676)	
<b>3. FUND BALANCE RESERVES</b>				
BEGINNING FUND BALANCE, JULY 1	217,748	245,489	27,741	
NET INCREASE (DECREASE) IN FUND	(18,422)	(47,098)	(28,676)	
<b>4. ENDING FUND BALANCE, JUNE 30</b>	<b>199,326</b>	<b>198,391</b>	<b>(935)</b>	
Required 5% Minimum Reserve for Economic Uncertainty	173,392	180,399		
Fund 17 Special Reserve Fund	943,914	323,860	(620,054)	Transferred out at 14-15 year end to Fund 01 General and Fund 40 Spec Rsrv for Capital Outlay

**COLD SPRING SCHOOL DISTRICT  
FY 15 16 RESTRICTED GENERAL FUND  
RECAP OF DIFFERENCES BETWEEN ORIGINAL AND FIRST INTERIM BUDGET**

<b>FY 2015-16 FIRST INTERIM BUDGET COMPARISON WITH BOARD APPROVED ORIGINAL BUDGET      GENERAL FUND (Restricted)</b>		<b>A</b>	<b>B</b>	<b>15-16 First Interim Change Over 15-16 Original Budget</b>
		2015-16 Original Budget	2015-16 First Interim	
<b>1. REVENUE</b>				
REVENUE LIMIT SOURCES/PROPERTY TAXES		0	0	0
FEDERAL REVENUE		28,783	14,135	(14,648) Title I budgeted at \$24,454; alloc at CDE = 9,854; Title II budgeted at \$4,329, CDE shows \$4,281. Total reduction of (\$14,648) in new allocation
OTHER STATE REVENUE		81,630	30,382	(51,248) No new Clean Energy Grant Funds (50k); No Common Core grant (25,466); Effective Educator funds of \$23,904, and inc in rest Prop 20 lottery of \$314
OTHER LOCAL REVENUE		0	0	0
<b>TOTAL REVENUES</b>		<b>110,413</b>	<b>44,517</b>	<b>45,556</b>
<b>2. EXPENDITURES</b>				
CERTIFIED SALARIES		0	8,672	8,672 Title I budgeted
CLASSIFIED SALARIES		0	0	0
EMPLOYEE BENEFITS		0	1,182	1,182 Title I budgeted
BOOKS AND SUPPLIES		6,164	10,069	3,905 Use of restricted resources to include Prop 20 lottery c/o
SERVICES AND OPERATING EXPENDITURES		78,783	78,185	(598) Net restricted grant funds received
CAPITAL OUTLAY		0	0	0
SPECIAL EDUCATION TRANSFER OUT		0	0	0
<b>TOTAL EXPENDITURES</b>		<b>84,947</b>	<b>98,108</b>	<b>13,161</b>
INTERFUND TRANSFER IN FROM SPECIAL RESERVE (Fund 17)		0	0	
INTERFUND TRANSFER OUT TO SPECIAL RESERVE (Fund 17)		0	0	0
INTERFUND TRANSFER OUT TO CAPITAL OUTLAY (Fund 40)		0	0	
INTERFUND TRANSFER OUT TO DOLPHIN (Fund 63)		0	0	
<b>TOTAL OTHER OUTGO</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENSES AND OTHER OUTGO</b>		<b>84,947</b>	<b>98,108</b>	<b>13,161</b>
NET INCREASE (DECREASE) IN FUND		25,466	(53,591)	(79,057)
<b>3. FUND BALANCE RESERVES</b>				
BEGINNING FUND BALANCE, JULY 1		82,559	53,591	(28,968)
NET INCREASE (DECREASE) IN FUND		25,466	(53,591)	(79,057)
<b>4. ENDING FUND BALANCE, JUNE 30</b>		<b>108,025</b>	<b>0</b>	<b>(108,025)</b>
Required 5% Minimum Reserve for Economic Uncertainty		4,247	4,905	

m. stark

2/3/2016

## COLD SPRING SCHOOL DISTRICT

## FY 2015-16 Budgets to Board

## GENERAL FUND

	Item 11.D. Draft 15-16 Budget 4/20/2015	Item 11.G Public Disclosure 15-16 Budget Projection 4/20/2015	DRAFT 1 5/11/2015	DRAFT 2 5/11/2015	DRAFT 1 6/2/2015	DRAFT 2 6/2/2015	2014-15 Estimated Actuals	BOARD ADOPTION 6/8/2015 of 6/2/2015 Budget	2014-15 Unaudited*** Actuals 9/14/2015	2015-16 Board Approved 6/8/2015	2015-16 Board Approved 6/8/2015	2015-16 1st Interim 12/14/2015	DIFF	
Fund Balance		\$490,897		\$439,741		\$439,741	\$427,408	\$300,307	\$427,408	\$300,307	\$300,307	\$299,080	(\$1,227)	
LCFF	\$3,252,957	\$3,210,115	\$3,195,957	\$3,275,297	\$3,195,957	\$3,275,297	3116617	\$3,275,297	3,181,158	\$3,275,297	\$3,275,297	\$3,311,821	\$36,524	
Federal	17,750	17,767	17,764	28,783	17,764	28,783	17764	28,783	11,389	28,783	28,783	14,135	(14,648)	
Other State	137,626	86,164	84,484	109,949	84,484	109,949	84484	109,949	27,223	109,949	109,949	140,895	30,946	
Local	143,805	162,000	145,805	145,805	145,805	145,805	168805	145,805	126,162	145,805	145,805	138,539	(7,266)	
Transfers In	0	0	0	0	0	0	0	0	146,863	0	0	0	0	
<b>TOTAL REVENUES/TRANSFERS IN</b>	<b>\$3,552,138</b>	<b>\$3,476,046</b>	<b>\$3,444,010</b>	<b>\$3,559,834</b>	<b>\$3,444,010</b>	<b>\$3,559,834</b>	<b>\$3,387,670</b>	<b>\$3,559,834</b>	<b>\$3,492,795</b>	<b>\$3,559,834</b>	<b>\$3,559,834</b>	<b>\$3,605,390</b>	<b>\$45,556</b>	
Cert Sal	(1,376,742)	(1,458,657)		(1,423,443)		(1,423,443)	(1,473,305)	(1,423,443)	(1,469,735)	(1,423,443)	(1,423,443)	(1,547,412)	(123,969)	
Class Sal	(531,175)	(626,572)		(579,869)		(579,869)	(623,372)	(579,869)	(579,869)	(651,090)	(579,869)	(656,191)	(76,322)	
Benefits	(727,765)	(662,500)		(653,128)		(653,128)	(668,850)	(653,128)	(653,118)	(653,128)	(653,128)	(726,370)	(73,242)	
Books/Supplies	(142,350)	(123,500)		(142,656)		(142,656)	(132,404)	(142,656)	(159,417)	(142,656)	(142,656)	(144,255)	(1,599)	
Utilities/Services/Tng	(291,242)	(295,021)		(312,994)		(312,994)	(289,626)	(312,994)	(256,093)	(312,994)	(312,994)	(345,152)	(32,158)	
Capital Outlay	0	0		0		0	0	0	0	0	0	0	0	
Oth Outgo-Spec Ed	(280,000)	(236,000)		(236,000)		(236,000)	(236,000)	(236,000)	(405,819)	(236,000)	(236,000)	(255,700)	(19,700)	
Transfers Out to Fund 63 Dolphin Center	(25,470)	0		(30,000)		(30,000)	(25,470)	(30,000)	(25,850)	(30,000)	(30,000)	(30,999)	(999)	
Transfers Out to Fund 40 Sp Rsrv for Capital Outlay				(174,701)		(174,701)	(65,744)	(174,701)	(174,701)		(174,701)	0	174,701	
<b>TOTAL EXPENDITURES/TRANSFERS OUT</b>	<b>(3,374,744)</b>	<b>(3,402,250)</b>	<b>(3,405,384)</b>	<b>(3,552,791)</b>	<b>(3,405,384)</b>	<b>(3,552,791)</b>	<b>(3,514,771)</b>	<b>(3,552,791)</b>	<b>(3,621,123)</b>	<b>(3,552,791)</b>	<b>(3,552,791)</b>	<b>(3,706,079)</b>	<b>(153,288)</b>	
	\$177,394	\$73,796	\$38,626	\$7,043	\$38,626	\$7,043	(\$127,101)	\$7,043	(128,328)	\$7,043	\$7,043	(100,689)	(107,732)	
		\$564,693		\$446,784		\$446,784		\$300,307	\$307,350	\$299,080	\$307,350	\$307,350	\$198,391	(108,959)
Restricted Resource Carryover				(355,278)		(355,278)			(108,025)	(53,591)	(108,025)	(79,056)	79,056	Budgeted into expense
Prepaid Expenditures				(91,506)		(91,506)			(36,888)	(6,694)	(36,888)	(36,888)	36,888	Budgeted into expense
Prop 30 for Board Approved Plan									(70,931)	(238,795)	(70,931)	(190,179)	(8,212)	
Reserve for Econ Uncertainty									(91,506)					
Unassigned/Unappropriated														

\* This budget was built into the ESCAPE system detail as the 2015-16 Approved Budget

\*\* Updated to reflect net changes in revenue, increased staffing for 158 v. 148 students, complete collective bargaining agreement, long term sub, previous ending balance items budgeted to expend, increased special education program costs & DC support

\*\*\* Unaudited has since been confirmed by completed audit

m. stark

**ACTION**  
**February 8, 2016**

**BOARD AGENDA ITEM 12.A.**

TO:           Board of Trustees  
FROM:         Tricia Price, Superintendent/Principal  
RE:           Approval of the 2015-16 Single School Plan

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The Single School Plan is a document that aligns financial and human resources to the improvement of student achievement, and is revised and approved annually by the School Site Council before being submitted to the Board for approval. The Single School Plan is aligned with the Local Control and Accountability Plan. The School Site Council has reviewed this document and approved it at their January 12, 2016 meeting. The Plan is included in your packet and it is submitted at this time to the Governing Board for approval.

**I recommend that the Board approve the 2015-16 Single School Plan.**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT  
at  
COLD SPRING SCHOOL**

**SEPTEMBER 2015 TO JUNE 2016**

**Cold Spring School  
2243 Sycamore Canyon Road  
Santa Barbara, CA 93108  
CDS Code 42-69161**

This is a plan of actions to be taken during this school year to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

**Dr. Tricia T. Price  
Superintendent/Principal  
(805) 969-2678**

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_

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- Local Measures of Student Performance

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Part III – Categorical Funds Allocated to Cold Spring School

Part IV – Governance and Administration

- School Site Council Members
- Recommendations and Assurances

## PART I

### ANALYSIS OF CONDITIONS, PRACTICES, AND RESULTS

#### **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 an environment in which cooperative problem solving, creativity, and innovative thinking are encouraged and the unique potential and of each individual student and employee is valued and nurtured.

#### **STUDENT PERFORMANCE DATA SUMMARY**

Student achievement at Cold Spring School consistently exceeds state and national averages for proficiency. Cold Spring School scores in the top 10 percent of the state each year. In 2012-13, Cold Spring School had the highest API in Santa Barbara County.

#### **Academic Performance Index (API)**

The API is a system for ranking schools statewide according to the results of student performance on the State content standards.

Year	STAR Percent Tested	Number of Students included	Base API	Growth API	Statewide Rank	Similar Schools Rank
2000	99%	141		908	10	10
2001	100%	133	908	923	10	10
2002	100%	152	909	910	10	8
2003		157	911	930	10	10
2004		139	934	950	10	10
2005	99.3%	143	946	954	10	10
2006	97.9%	137	954	960	10	9
2007	98%	142	958	962	10	10
2008	99.3%	138	961	950	10	10
2009			947	959	10	10
2010			959	961	10	10
2011	100%	125	961	951	10	10
2012	99.1%	112	951	966	10	10
2013	99.1%	121	968	946		

## Summary of Student Performance on the Content Standards

### English Language Arts Standards – Spring 2012 Number of Students Attaining Levels of Proficiency

Grade	No. Far Below Basic	Number Below Basic	Number Basic	Number Proficient	Number Advanced
2	0	0	1	3	12
3	0	0	4	9	14
4	0	0	1	6	9
5	0	0	0	5	21
6	0	0	2	9	16
Total	0	0	8	32	72
		0	8	104 (93%)	

### English Language Arts Standards – Spring 2013 Number of Students Attaining Levels of Proficiency

Grade	No. Far Below Basic	Number Below Basic	Number Basic	Number Proficient	Number Advanced
2	0	0	6	7	9
3	0	1	3	6	11
4	0	1	2	5	22
5	0	0	1	8	13
6	0	0	0	8	18
Total	0	2	12	34	73
	2		12	107 (89%)	

### Mathematics Standards – Spring 2012 Number of Students Attaining Levels of Proficiency

Grade	No. Far Below Basic	Number Below Basic	Number Basic	Number Proficient	Number Advanced
2	0	0	1	5	10
3	0	0	0	6	21
4	0	0	0	5	11
5	0	0	1	8	17
6	0	1	4	7	15

Total	0	1	6	31	74
	1		6	105 (94%)	

**Mathematics Standards – Spring 2013**  
**Number of Students Attaining Levels of Proficiency**

Grade	No. Far Below Basic	Number Below Basic	Number Basic	Number Proficient	Number Advanced
2	0	0	2	10	10
3	0	1	2	4	14
4	0	0	0	6	24
5	0	1	3	8	10
6	0	0	0	7	19
Total	0	2	7	35	77
	2		7	112 (93%)	

**Five-Year Comparison of the Number of Student Scores on the Fourth Grade Writing Test (no assessment in 2010)**

Score	2007	2008	2009	2011	2012
8	2	2	9	14	11
7	0	0	0	0	0
6	9	21	19	9	5
5	0	0	0	0	0
4	20	5	4	2	1
3	0	0	0	0	0
2	1	1	0	1	0

In 2013, the scoring rubric changed from an 8 point system to a 4 point system. 50% of the fourth grade scores were 3's, (Proficient), and 50% were 4's (Advanced).

**STAR Test Result Summary 2013**

A key number for reporting student results on the California Standards Test is the Scale Score (SS) which has a maximum of 600 as a perfect score. At the school and District level we look at the Mean Scale Score to analyze group achievement and make year-to-year comparisons.

## STAR Test Result Summary 2013

### English/Language Arts

<b>Grade</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
# Tested	22	21	30	22	26
% Enrollment	100%	95.5%	100%	100%	100%
Mean SS	386.4	405.9	426.7	410.9	420.5
% Advanced	41%	52%	73%	59%	69%
% Proficient	32%	29%	17%	36%	31%
% Basic	27%	14%	7%	5%	0%
% Below Basic	0%	5%	3%	0%	0%
% Far Below Basic	0%	0%	0%	0%	0%

### Mathematics

<b>Grade</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
# Tested	22	21	30	22	26
% Enrollment	100%	95.5%	100%	100%	100%
Mean SS	418.5	454.0	452.6	420.3	433.6
% Advanced	45%	67%	80%	45%	73%
% Proficient	45%	19%	20%	36%	27%
% Basic	9%	10%	0%	14%	0%
% Below Basic	0%	5%	0%	5%	0%
% Far Below Basic	0%	0%	0%	0%	0%

### Science

<b>Grade</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
# Tested				22	
% Enrollment				100%	
Mean SS				422.3	
% Advanced				59%	
% Proficient				41%	
% Basic				0%	

% Below Basic				0%	
% Far Below Basic				0%	

Writing (grade 4) Percent of Students with CST Writing Application Score of:

Grade 4	1	2	3	4
	0	0	50%	50%

### STAR Test Results Spring 2013

**Table 3. Five Year Comparison of Mean Scaled Scores (SS) for English/Language Arts (ELA) Content Standards Test (CST)**

Grade	2009	2010	2011	2012	2013
	Mean SS				
<b>Grade 2</b>	422.5	406.1	418.8	421.6	386.4
<b>Grade 3</b>	410.7	433.3	400.3	417.3	405.9
<b>Grade 4</b>	416.3	427	455.7	413.9	426.7
<b>Grade 5</b>	422.3	403.5	394	428.1	410.9
<b>Grade 6</b>	406.1	416.6	395.3	408.9	420.5

**Table 4. Five Year Comparison of Mean Scaled Scores (SS) for Mathematics Content Standards Test (CST)**

Grade	2009	2010	2011	2012	2013
	Mean SS				
<b>Grade 2</b>	449.1	456.7	441.2	450.1	418.5
<b>Grade 3</b>	484.6	491.5	463.1	468.5	454.0
<b>Grade 4</b>	430.8	472.4	480	439.3	452.6

<b>Grade 5</b>	476.1	427.8	456.1	470.5	420.3
<b>Grade 6</b>	439.9	435.8	432.6	420.5	433.6

## **Six-Year Comparison of the Percentage of Students Proficient or Advanced on the Content Standards Tests English/Language Arts (ELA), Mathematics, and Science**

	2008	2009	2010	2011	2012	2013
<b>ELA</b>						
Grade 2	97	96	90	88	94	73
Grade 3	69	93	100	84	85	81
Grade 4	93	94	97	100	94	<b>90</b>
Grade 5	83	89	87	82	96	95
Grade 6	100	88	89	81	92	100
<b>Total Grade 2-6</b>	<b>85.6%</b>	<b>91.8%</b>	<b>92.5%</b>	<b>87%</b>	<b>92.2%</b>	87.8%
<b>Mathematics</b>						
Grade 2	96	96	100	84	94	90
Grade 3	82	92	97	89	100	<b>86</b>
Grade 4	93	85	97	100	100	100
Grade 5	82	93	84	93	97	81
Grade 6	94	85	85	78	82	100
<b>Total Grade 2-6</b>	<b>88.4%</b>	<b>88.4%</b>	<b>91.8%</b>	<b>88.8%</b>	<b>94.6%</b>	91.4%
<b>Science</b>						
<b>Grade 5</b>	<b>91.2%</b>	<b>92.6%</b>	<b>96.7%</b>	<b>100%</b>	<b>97%</b>	100%

### **Local Measures of Student Performance**

During the summer, 2014, most Cold Spring teachers worked together to build the first Common Core math unit for the 2014-15 school year. Many of the teachers also attended ELA and Math Common Core workshops during the summer. Two teachers traveled to Columbia University Teachers' College to work with Lucy Calkins on Balanced Literacy. During the 2014-15 school year, teachers will be continuing to work on aligning local assessments that measure student performance with the California Common Core Standards. Formative and benchmark assessments in ELA and math and will reflect the Smarter Balanced Assessment expectations and formats. In January, 2015, we anticipate receiving Common Core aligned electronic formative assessments to use to monitor student progress and give students opportunities to assess

electronically. New writing rubrics will be created at each grade level to reflect the Common Core shift in writing focus away from narrative writing. Performance Assessments that are modeled after the Smarter Balanced Performance Assessments will be created and timelines for assessing will be generated at each grade level. Student Profile forms that are completed at the end of each school year will be updated to reflect the new Common Core assessments. Work on a Common Core Report Card will begin in 2014-15, to pilot at the 2014 Fall conference.

During the 2014-15 school year, teachers are piloting several resources to teach Common Core math: *GO Math*, *Investigations*, and the Georgia Common Core Curriculum. Also being utilized for math instruction are *Contexts for Learning* and *Factswise*. All teachers are using the Benchmark Assessment System to assess student's reading level, and teachers are also using Lucy Calkins' Reading and Writing program.

Students received no summative assessment results from the state in math and ELA in the 2013-14 school year, although a Pilot Smarter Balanced Assessment was taken by all third through sixth graders. Smarter Balanced results will be provided to school districts beginning in 2014-15, giving administrators and teachers baseline data from which to establish a growth model.

The 2014-15 baseline data (the results of third-sixth graders performance on the California Assessment of Student Performance and Progress, CAASPP) are as follows:

### **ELA**

<b>GRADE</b>	<b>MET</b>	<b>EXCEEDED</b>
3	13%	61%
4	17%	52%
5	18%	64%
6	37%	56%

### **MATH**

<b>GRADE</b>	<b>MET</b>	<b>EXCEEDED</b>
3	8%	70%
4	26%	48%
5	14%	71%
6	33%	50%

## **CRITERIA USED FOR THE ANALYSIS OF CURRENT EDUCATIONAL PRACTICE IN THE LANGUAGE ARTS AND MATHEMATICS PROGRAMS**

1. Alignment of curriculum, instruction, and materials to content and performance standards:
  - The school's curriculum is based on California Common Core Standards, and school defined performance standards.
  - Instruction is developed to assist students' meeting state content standards and Common Core Standards
  - The primary instructional materials for grades kindergarten through sixth are state adopted and aligned with the Common Core Standards.
2. Availability of standards-based instructional materials appropriate to all student groups:
  - There are sufficient standards-based instructional materials in the core subject areas for all students. These materials include instructional activities that support all students in the achievement of Common Core Standards.
3. Alignment of staff development to standards, assessed student performance, and professional needs:
  - Professional development in reading/language arts and math is responsive to student needs and aligned with Common Core Standards.
  - In recent years, teachers and support staff have attended conferences, local workshops, and site-based professional development activities that support student achievement in the Common Core reading/language arts and math standards.
4. Services provided by the regular program to enable underperforming students to meet standards:
  - Classroom teachers modify instruction and materials, reteach, provide individual and small group support, and carefully assess and monitor these students.
  - A school-wide monitoring system identifies students performing below grade level, communicates with parents, and coordinates services.
  - Part-time instructional aides are used to lower the adult to student ratio in the classroom.
5. Services provided by categorical funds to enable underperforming students to meet standards:
  - Staff development and release time allows teachers to attend conferences and work in grade level teams to develop instructional programs.
  - The Reading Assistance Program works with students in grades 1-6 in language arts. The school's reading specialist works closely with

- the classroom teachers and works with identified students individually or in small groups.
- In math, students who are identified as not meeting grade level standards receive additional support individually or in small groups. Instructional strategies are modified for effective differentiation and students are monitored through formal and informal assessments

# **Curricular Focus for 2015-16:**

## **Visible Thinking Routines**

## **California Common Core Standards**

## **Character Education**

## **Next Generation Science Standards (NGSS)**

### **OVERVIEW**

#### **Visible Thinking Routines**

Each year, the school identifies an area(s) of the school curriculum for an extensive review that leads to a program improvement plan based on the analysis of the program's strengths and weaknesses. Cold Spring staff recognizes that most students are performing academically at very high levels and the California Standards Test results (reported previously in this plan) show that on multiple choice measures students demonstrate a mastery of skills. State-adopted programs in language arts, math, science and social studies have been purchased and implemented. Supplemental materials have been selected carefully. However, staff had concerns about student engagement in the curriculum, student collaboration, and whether or not students could take discreetly mastered skills and demonstrate an understanding in a new situation by applying these skills creatively. Staff and administration researched programs/strategies that addressed student thinking and engagement, and felt that implementing the Visible Thinking Routines (coming out the Harvard's Project Zero) would improve student thinking and engagement, and making thinking visible is closely aligned with Common Core Standards.

#### **Activities**

In August, 2011 and 2012, the teaching staff and specialists received training at a one-day workshop in implementing Visible Thinking Routines in the classroom. Follow-up training occurred during the 2011-12 school year. *Visible thinking* refers to any kind of observable representation that documents and supports the development of an individual's or group's ongoing thoughts, questions, reasons, and reflections. Making students' thinking visible requires some sort of organizing structure, and the "Thinking Routines" guide learner's thought processes. A distinctive feature of Thinking Routines is that they don't ask students to simply list facts. Rather, they encourage students to actively engage with a topic by asking them to think with and beyond the facts they know –

asking questions, considering prior knowledge, probing the certainty of their ideas, and visibly connecting new knowledge to old.

Visible thinking demonstrates the value of intellectual collaboration. When engaged in Visible Thinking Routines, students often work with partners or share ideas in small groups. Students must consider multiple perspectives. Because Visible Thinking Routines emphasize the students' own ideas and questions, they tend to draw many students into the discussion, particularly students who might usually participate only infrequently in class. Because visible thinking is about not only skills, but dispositions toward learning as well, the staff read Intellectual Character, by Ron Ritchhart. The book defines intellectual character as not having so much to do with how smart people are, but how they invest their intelligence, with what level of commitment to imagination, evidence, fairness, inquiry, and the like.

Visible Thinking Routines have application not only in the regular classroom setting, but across the curriculum, working effectively to engage student thinking in art, music, technology, and the library. All teaching staff has been given a set of Thinking Vocabulary – words and phrases – to post in the classroom to encourage thinking discourse. Visible Thinking routines change the classroom culture. The display of Thinking Vocabulary and of students' thoughts and questions, the visible representations of students' developing ideas, and the tone of interaction in the class send the message that thinking is highly valued.

An additional value to adding Visible Thinking Routines to our repertoire of teaching strategies is that there is natural application for preparing students for the full implementation of Common Core Standards in 2015. Beginning in Spring, 2015, students will be assessed in language arts and math using the Smarter Balanced Assessment, a performance based assessment rather than a multiple choice assessment. On this assessment, students will be asked to provide evidence-based answers, and apply discreetly learned skills in new situations. The Visible thinking Routines encourage students to actively engage with a topic by asking them to think with and beyond the facts they know – asking questions, making connections, and considering prior knowledge in new ways.

## Action Plan:

August, 2011 – All teachers and specialists receive full-day training in Visible Thinking Routines

September, 2011 – Teachers begin to implement Visible Thinking Routines in the classroom. Principal purchases a set of the language for Thinking for teachers and specialists to use in the classroom. Teachers and

specialists are given the book, Intellectual Character to begin to read and discuss

October, 2011 – Implementation of Visible Thinking Routines is discussed at staff meetings, team and grade level meetings. Principal observes implementation in the classroom and provides feedback

November, 2011 – Joni Chancer returns to provide a half-day training for lower and upper teams. Focus is on building units of study around Visible Thinking Routines

December, 2011 – Teachers continue to implement the Visible Thinking Routines and use team and grade level meeting times to build units of study

March, 2012 – Joni Chancer provides another half-day workshop for lower and upper teachers, building on previous workshop

June, 2012 – Teachers review student report cards for growth indicators, especially in the areas of reading comprehension, writing strategies, speaking applications, and work habits.

August, 2012 – All teachers and specialists receive one-and-a-half day training in Visible Thinking Routines as they apply to the Common Core Reading and Writing standards.

October, 2012 – Teachers released half-day to look at Common Core Writing standards and create prompts and rubrics

January-June 2014 – Plan additional release days and training around Visible Thinking Routines and Common Core Standards as funding becomes available.

June, 2014 – Teachers review student report cards for growth indicators, especially in the areas of reading comprehension and writing strategies.

Summer, 2014 – Teachers work in teams to develop first math unit, including assessments and Visible Thinking Routines as appropriate. Teachers attend Common Core math and ELA workshops. Two teachers go to Columbia Teachers' College to work with Lucy Calkins and report back to staff.

Summer, 2015 – A third teacher visits Columbia Teacher's College to work with Lucy Calkins Writing Program and report back to staff.

September 2015 – June, 2016 – Teachers continue to utilize Visible Thinking Routines to support instruction in math, ELA, and NGSS.

## California Common Core Standards

On August 2, 2010, the California State Board of Education voted unanimously to adopt new standards in both mathematics and English-language arts. The new standards are rigorous, research-based, and designed to prepare every student for success in college and the workforce. The standards are internationally benchmarked to ensure that our students are able to compete with students around the globe. Students will be administered the Smarter Balanced electronic, interactive assessments for the Common Core Standards in 2014-15, and Districts will receive results beginning in that year.

The California Common Core Standards for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The reading strand includes standards for both literature and informational text. The writing standards call for students to write for a variety of purposes and to use technology to publish their writing. Students are expected to write in a variety of genres. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

In mathematics, across grade levels and content areas, the California Common Core Standards are designed to balance the development of conceptual understandings with the acquisition of procedural skills. Students are expected to apply mathematical ways of thinking to real world issues and challenges, to construct sound mathematical arguments, and to be precise in their mathematical communications.

Cold Spring teachers are collaborating as upper and lower teams and at grade levels to transition into full implementation of the Common Core Standards by June, 2015. Their work includes creating rubrics to assess writing, becoming familiar with the Smarter Balanced assessment system, investigating available supplemental materials as appropriate, aligning Visible Thinking Routines to the Common Core Standards, and developing materials and assessments aligned to the Common Core Mathematics Standards.

### Action Plan:

August, 2012 – All teachers and specialists receive one-and-a-half day Joni Chancer training in Visible Thinking Routines as they apply to the Common Core Reading and Writing standards.

September, 2012 – At Back-to-School Night, teachers present an overview of the California Common Core Standards to parents.

October, 2012 – Teachers released half-day to look at Common Core Writing standards and create prompts and rubrics

October, 2012 – Joni Chancer presents Visible Thinking Routines and Common Core Standards to governing Board.

October, 2012 – Team Leaders begin attending Curriculum Council once a month and bring back information about implementation of Common Core Standards to staff.

August, 2013 – Receive training in Common Core math standards from Ellen Barger, Curriculum Specialist from Santa Barbara County Education Office. Two Teachers on Special Assignment (TOSA) begin to focus on Common Core standards, strategies, and coaching.

January-June 2014 – Plan additional release days and training around Visible Thinking Routines and Common Core Standards as funding becomes available. TOSAs work with teachers both within and outside of the classroom to refine teaching strategies to align with Common Core standards. Adopt Common Core Expenditure Plan. Begin to look at how report card needs to be aligned to Common Core Standards.

June, 2014 – Teachers review student report cards for growth indicators.

Summer, 2014 - Teachers work in teams to develop first math unit, including assessments and Visible Thinking Routines as appropriate. Teachers attend Common Core math and ELA workshops. Two teachers go to Columbia Teachers' College to work with Lucy Calkins and report back to staff. Grade level teams begin to work on Common Core-aligned report card.

October, 2014 – Fifth and sixth grade teams plan and present a Parent Math Night for Cold Spring parents.

November, 2014 – Common Core-aligned report cards are used to communicate to parents during Parent/Teacher conferences.

December, 2014 – Teachers work with Ann Carlyle (UCSB), focusing on effective teaching strategies and models to use with the Common Core math

standards. Teachers may continue to work with Ms. Carlyle throughout the year on a release basis.

September 2014 – June, 2015 – Grade level teams and upper and lower teams continue to focus on refining instructional practices to align to Common Core standards in math and ELA. Superintendent/Principal formally and informally observes teacher instruction and provides feedback. Superintendent/Principal, teachers, and TOSA research most effective instructional resources. Common Core instructional practices in math and ELA are fully implemented by June, 2015.

May, 2015 – Third through sixth grade students are assessed with the CAASPP in math and ELA, providing baseline data from which to measure growth (see page 8).

## **Character Education**

For several years Cold Spring School has used the Character Counts! Program for character education. This program is based upon essential character traits that we want to see Cold Spring students develop (trustworthiness, responsibility, respect, caring, fairness, citizenship). In the summer of 2012, staff participated in a half-day Love and Logic workshop and expressed an interest in incorporating some of the Love and Logic strategies into the Cold Spring character education program. Love and Logic strategies set limits in the classroom without anger. The focus is on building positive student-teacher and student-student relationships and helping students own and solve their own problems.

During the summer of 2014, teachers again reviewed the behavior/discipline plan and refined it to include a revised Behavior Report and “Stop Tickets” to be used by yard supervisors and specialists to refocus students whose behavior is unkind, disrespectful, or dangerous. A Behavior Committee was formed that will continue to review and revise the behavior/discipline plan as appropriate.

For the 2015-16 school year, teachers began implementing a monthly assembly that would focus on each of the pillars of character in the Character Counts! Program. Individual students are recognized at these assemblies for demonstrating the pillars of character. The report card is modified to reflect this new character and good habits focus.

## **Action Plan:**

September, 2012 – Teachers begin to work in lower and upper teams on

“revitalizing” the Character Counts! Program and familiarizing themselves with the Love and Logic strategies.

October, 2012 – Team leaders submit to Principal a summary of what each grade level is doing with character education.  
Principal summarizes in a scope and sequence format.

November, 2012 – Principal presents the scope and sequence summary to Staff. The staff collaborates to identify needs.

February, 2013 – Trudy Ludwig, author and researcher on relational aggression and bullying, spends a day at Cold Spring, presenting two student assemblies, a staff training, and a parent night.

February-June, 2013 – Team and grade level meetings continue to fine-tune character education program.

September, 2013 – Behavior Report is modified to better support and report student behaviors, and yard supervisors are given tickets to report behaviors on the playground at lunch and recess.

February-June, 2014 – Principal monitors behavior referrals and parent surveys to evaluate character program effectiveness

Summer, 2014 – The results of the Parent Satisfaction Survey report that parents are aware of the discipline/behavior plan and feel it is implemented effectively. Teachers again revise the behavior/discipline plan to include a revised Behavior Report and “Stop Tickets”

September 2014 – June, 2015 – The Behavior/Discipline Committee will meet regularly to review and revise the Behavior/Discipline Plan as appropriate. Efforts will be made to recognize and reward good choices as well as consequences for bad choices.

September, 2015 – Character assemblies are held monthly to focus on habits of good character.

## **Next Generation Science Standards (NGSS)**

The National Research Council's (NRC) *Framework* describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions

that will be combined to form each standard:

### **Dimension 1: Practices**

The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. The NRC uses the term practices instead of a term like “skills” to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. Part of the NRC’s intent is to better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires.

Although engineering design is similar to scientific inquiry, there are significant differences. For example, scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design. Strengthening the engineering aspects of the Next Generation Science Standards will clarify for students the relevance of science, technology, engineering and mathematics (the four STEM fields) to everyday life.

### **Dimension 2: Crosscutting Concepts**

Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change. The Framework emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.

### **Dimension 3: Disciplinary Core Ideas**

Disciplinary core ideas have the power to focus K–12 science curriculum, instruction and assessments on the most important aspects of science. To be considered core, the ideas should meet at least two of the following criteria and ideally all four:

- Have **broad importance** across multiple sciences or engineering disciplines or be a **key organizing concept** of a single discipline;
- Provide a **key tool** for understanding or investigating more complex ideas and solving problems;
- Relate to the **interests and life experiences of students** or be connected to **societal or personal concerns** that require scientific or technological knowledge;
- Be **teachable and learnable** over multiple grades at increasing levels of depth and sophistication.

Disciplinary ideas are grouped in four domains: the physical sciences ; the life sciences ; the earth and space sciences ; and engineering, technology and applications of science .

In the Spring of 2015, the Cold Spring School Board approved a Teacher on Special Assignment (TOSA) position to focus on the NGSS. The position approved was .5FTE, and this TOSA began over the summer of 2015 to “unpack” the NGSS, research instructional materials and best practices, and work with teachers to create an instructional timeline, provide professional development, and build units.

In the fall of 2015, the NGSS TOSA continued to work with individual teachers and grade level teams as a coach and a resource for science lessons and materials. Steps were taken to learn more about the BaySci support network in the Bay area, and how we could become part of that science network.

**Action Plan:**

Spring, 2015 – TOSA position approved for a teacher to focus on the NGSS

.

August, 2015– NGSS TOSA receives survey feedback from teachers indicating where they are currently in their science instruction and how the TOSA could best support their transition to the NGSS.

2015 – ongoing – Teachers are released individually or in teams to work with TOSA to plan lessons and/or create NGSS units.

2015 – TOSA collaborates with other county science TOSAS to provide professional development and research instructional materials.

Fall, 2015 - School Board discusses the option of including a STEAM classroom with the new construction

## Part II

### School Goals for Improving Student Achievement

#### Reading/Language Arts

Goal: Develop a comprehensive K-6 intervention plan that is based on the assessment of standards and that provides systematic practice for review and retention of skills

##### Steps

- Using the results of the Smarter Balanced Summative Assessment and formative assessments (beginning in January, 2015), and formative and summative assessments used throughout the year, identify students who are Basic and below and create and implement an appropriate intervention plan.
- Review grade level assessments for continuity between and among grades
- Review reinforcement materials and strategies for in-class support of students not meeting grade level standards
- Review Reading Specialist Support of students not meeting standards
- Revise intervention plan as needed
- Complete transition to California Common Core Standards (June, 2015)
- Review current programs and research effective supplemental materials

Goal: Implement a K-6 comprehensive writing program that provides instructional strategies and lessons articulated across the grades

##### Steps

- Utilize the Benchmark Assessment System to assess student reading level
- Create time for grade levels/teams to assess writing samples using a rubric and anchor papers
- Schedule regular staff meetings/workshops/discussion groups/release time to share best practices
- Update prompts and rubrics to address Common Core Writing Standards
- Use the Lucy Calkins Reading and Writing program

GOAL: Implement an upper grade (3-6) program that provides articulated and age-appropriate skill instruction in word analysis, reading comprehension, and vocabulary development.

##### Steps

- Review all materials in the adopted reading/language arts program that support skill instruction.
- Review student achievement in the skill areas
- Implement revised instructional strategies to meet student needs

- Review current programs and research effective supplemental materials designed to meet Common Core Standards

**GOAL:** Develop a professional learning community that engages in regularly scheduled conversations about student learning based on assessment and instructional techniques and strategies to address the students' assessed needs.

Steps:

- Schedule monthly sessions (team meetings or others) that provide opportunities for teachers to share assessment results, instructional strategies, and other issues related to student achievement in reading and writing.
- Attend Professional Learning Community (PLC) workshops sponsored by the Santa Barbara County Education Office, Teaching Without Textbooks, UCSB, or other professional development providers. Workshop participants will share PLC norms and strategies with all staff
- Invite outside experts in to train teachers in best practices for implementing Common Core Standards
- Identify Teachers on Special Assignment who will focus on Common Core and redesigning curriculum and assessments to address Common Core Standards

**GOAL:** The staff will explore and develop additional learning activities that evaluate and integrate the use of technology to support instruction and student learning in mathematics.

Steps:

- The Superintendent/staff/technology teacher will fully implement the iPad Pilot program and evaluate the effectiveness of the iPad in supporting mastery of grade level skills.
- Administration, teachers and support staff will research effective software and applications for supporting mastery of grade level reading and writing skills.
- Staff and administration will become familiar with the Smarter Balanced Assessment System and the skills needed for students to navigate this system.

## **Mathematics**

**Goal:** Develop a comprehensive K-6 intervention plan that is based on the assessment of standards and that provides systematic practice for review and retention of skills

**Steps**

- Using the results of the Smarter Balanced Summative Assessment and formative assessments (beginning January, 2015), and formative and summative assessments used throughout the year, identify students who are Basic and below and create and implement an appropriate intervention plan.
- Review grade level assessments for continuity between and among grades
- Review reinforcement materials and strategies for in-class support of students not meeting grade level standards
- Utilize instructional aides to provide one-and-one and small group support as appropriate
- Revise intervention plan as needed
- Continue transition to California Common Core Standards, using Common Core instructional strategies to support student development of number sense and conceptual understanding.
- Review current programs and research effective supplemental materials and instructional strategies

**GOAL:** Develop a professional development plan that strengthens instruction and provides on-going opportunities for staff sharing, program development, and articulation among and between grade levels.

**Steps:**

- Provide opportunities for staff to attend trainings and workshops to strengthen the implementation of the adopted primary and upper grade math programs
- Allow time at regularly scheduled staff/team/grade level meetings to discuss best practices in math instruction and to share successes and challenges
- Use the results of frequent assessments to guide instructional decisions
- Identify Teachers on Special Assignment who can coach teachers in the use of effective instructional strategies for Common Core Standards
- Invite outside experts in to train staff on instructional strategies for Common Core, including effective differentiation strategies for both students below grade level and gifted (GATE) students.

**GOAL:** The staff will maximize mathematical instructional time.

**Steps:**

- Adhere to daily schedules that allow for and protect sufficient time in the morning for math instruction and practice
- Schedule specialists' classes and school events so as not to interfere with instructional time

**GOAL:** The staff will explore and develop additional learning activities that evaluate and integrate the use of technology to support instruction and student learning in mathematics.

Steps:

- The Superintendent/staff/technology teacher will fully implement the iPad Pilot program and evaluate the effectiveness of the iPad in supporting mastery of grade level skills, particularly in the primary grades
- Administration, teachers and support staff will research effective software and applications for supporting mastery of grade level skills and mathematical reasoning
- Staff and administration will become familiar with the Smarter Balanced Assessment System and the skills needed for students to navigate this system

**GOAL:** The staff will continue to development instructional strategies including grouping, program planning, alternative learning situations that differentiate instruction to meet the needs of all students.

Steps:

- Teachers will use the results of frequent assessments as well as summative assessments (Smarter Balanced Assessment) to guide instructional decisions, provide differentiated instruction, and implement interventions as needed. Students who are identified as English Learners will be monitored using the Benchmark Assessment System, frequent formative assessments and the CELDT. Reading Specialist support will be provided as needed.
- Differentiated instruction will be provided for gifted (GATE) students both within the classroom and as appropriate in alternative groupings.

### PART III

### Categorical Fund Budget

As of FY 2015-16 First Interim Report

<b>Funds Allocated to Cold Spring School (Federal/State Revenue)</b>	
Title I, Part A, Basic, NCLB	\$9,854
Title II, Part A, Teacher & Principal Training	4,281
Prop 20 Lottery: Instructional Materials	10,069
*Effective Educator Grant	23,904
Prop 30 Clean Energy Jobs Act Planning Grant	50,000
**LCFF funding	90,129
<b>TOTAL</b>	<b>\$188,237</b>
* One time grant Board approved expenditure plan 12/14/2015	
** The Local Control Funding Formula (LCFF) provides a \$90,129 annual amount in state funding based upon 12-13 categorical allocations - Basic Aid "fair share".	

<b>Categorical Budget (Planned Expenditures)</b>		<b>AMOUNT BUDGETED</b>
<b>ITEM OF EXPENDITURE</b>	<b>CATEGORICAL FUND</b>	
Reading Teacher	Title I, Part A	\$9,854
Training/Workshops	Title II, Part A	4,281
Curriculum/Textbooks	Prop 20 Lottery	10,069
New Teacher Support	*Effective Educator	2,000
Professional Development	*Effective Educator	6,904
Training for Certificated Coach	*Effective Educator	15,000
Energy Plan Development	Prop 30 Clean Energy Jobs Act	32,500
Energy Audit and Inspection	Prop 30 Clean Energy Jobs Act	17,500
Teacher salary/stipends	State LCFF Allocation	90,129
<b>TOTAL</b>		<b>\$188,237</b>
* One time grant Board approved expenditure plan 12/14/2015		m. stark 12/15/15

*Title 1	\$13,435
Title II (Teacher Quality)	\$4,329
Arts and Music Block Grant	\$0

## PART IV

### GOVERNANCE AND ADMINISTRATION

#### SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application by the school site council. The current make-up of the council is as follows:

<u>Name</u>	<u>Category</u>	<u>Two Year Term</u>
Gregg Peterson	Parent	2015-2017
Amanda Rowan	Parent	2015-2017
Blair Edwards	Parent	2015-2017
VACANT	Parent	2015-2017
VACANT	Parent	2015-2017
VACANT	Teacher	2015-2017
VACANT	Teacher	2015-2017
Misha Lewis	Teacher	2015-2017
Coral Godlis/B. Banning	Classified Staff	2014-2016
Tricia Price	Principal	
Kim Ferrarin	Board Liaison	

The membership of the council shall be composed of five site parents or school community representatives, three classroom teachers, one other staff member, and the school principal. A member of the school board will serve as a non-voting liaison between the site council and the board.

#### RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:
  - Gifted and Talented Education (GATE) Advisory Committee

- Certificated teaching staff
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
  5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve academic performance.
  6. This school plan was adopted by the school site council on:

Attested:

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Tricia T. Price, Principal

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Date

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Gregg Peterson

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Date

**CONFERENCE**  
Discussion and/or Action  
**February 8, 2016**

**BOARD AGENDA ITEM 13.A.**

TO:           Board of Trustees  
FROM:         Tricia Price, Superintendent/Principal  
RE:           Staff Feedback Regarding 2016-17 calendar

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The Board annually approves the District's calendar for the next school year. Prior to approval of the calendar, the Board has considered input from staff and parents. Changes to the calendar require meeting and conferring with the Cold Spring Education Association as part of the contract negotiation process.

Last year the variance of our calendar with Santa Barbara's calendar was minimal, with SBUSD starting a week earlier and ending a week earlier. All major vacations coincided with the SBUSD calendar.

This item is back on the agenda after I have received feedback from the staff and the CSEA. Staff consensus is to align our start and end dates with SBUSD, beginning August 24 and ending June 8 (see calendars included in your packet). Some issues the Board may consider when selecting the calendar for 2016-17 are: Start and ending dates for SBUSD; Winter and Spring Break dates for SBUSD; Thanksgiving break for SBUSD; Labor Day is late in 2016 – September 5.

Also included in the Board's packet is SBUSD's 2016-17 calendar, and a calendar option that has students returning to school on August 30 and ending on June 15.

**Option #1: COLD SPRING SCHOOL DISTRICT 2016-2017 CALENDAR – Board Approved:**

July						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Independence Day - School &amp; Office Closed

August						
S	M	T	W	T	F	S
			1	2	3	4
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 Half Day District Holiday - Office Closed PM  
 24 & 25 Staff Development Days - Certificated  
 26 & 29 Staff Work Day - All Staff  
 30 First Day of School

September						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day - School &amp; Office Closed

October						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Veterans Day - School & Office Closed  
 14-18 Parent Teacher Conferences - Minimum Day  
 21-25 Thanksgiving Holiday - School Closed  
 23-25 Office Closed

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

17 &amp; 20 Presidents' Birthdays - School &amp; Office Closed

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 New Year Holiday - School &amp; Office Closed

16 Martin Luther King Jr Day - School &amp; Office Closed

17 Staff Development Day- School Closed

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13-17 Parent Teacher Conferences - Early Dismissal

27-31 Spring Break

31 Half Day District Holiday - Office Closed PM

April						
S	M	T	W	T	F	S
4	5	6	7	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
S	M	T	W	T	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day - School &amp; Office Closed

June						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

15 Last Day of School for Students - Minimum Day

16 Certificated &amp; Classified Staff Work Day

**Option #2: COLD SPRING SCHOOL DISTRICT 2016-2017 CALENDAR – Board Approved:**

July						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Independence Day - School &amp; Office Closed

August						
S	M	T	W	T	F	S
			1	2	3	4
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 Half Day District Holiday - Office Closed PM  
 17, 18, & 19 Staff Development Days - Certificated  
 22 & 23 Staff Work Day - All Staff  
 24 First Day of School

September						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day - School &amp; Office Closed

October						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Veterans Day - School & Office Closed  
 14-18 Parent Teacher Conferences - Minimum Day  
 21-25 Thanksgiving Holiday - School Closed  
 23-25 Office Closed

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

17 &amp; 20 Presidents' Birthdays - School &amp; Office Closed

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 New Year Holiday - School & Office Closed  
 16 Martin Luther King Jr Day - School & Office Closed

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13-17 Parent Teacher Conferences - Early Dismissal  
 27-31 Spring Break  
 31 Half Day District Holiday - Office Closed PM

April						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
S	M	T	W	T	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day - School &amp; Office Closed

June						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

8 Last Day of School for Students - Minimum Day  
 9 Certificated & Classified Staff Work Day

**SANTA BARBARA UNIFIED SCHOOL DISTRICT****TRADITIONAL****2016-2017 CALENDAR**

720 Santa Barbara Street, Santa Barbara, CA 93101 (805) 963-4338

**180 STUDENT DAYS**

	2016							2017							
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
J U L Y	★4 Independence Day	3	★4	5	6	7	8	1	2	3	4	5	6	7	★2 New Years Day Observed
		10	11	12	13	14	15	8	9	10	11	12	13	14	
		17	18	19	20	21	22	15	★16	17	18	19	20	21	★16 Martin Luther King Day
		24	25	26	27	28	29	23	22	23	24	25	26	27	End of Sem Min. Day (Sec)
		31						29	30	31					
A U G	♦ New Teachers Report ➢ Professional Learning Days ➔ All Staff on Duty ⌚ First Day of School	1	2	3	4	5	6	1	2	3	4	5	6	7	★17 Lincoln's Birthday Obs ★20 Presidents' Day
		7	8	9	10	11	12	13	5	6	7	8	9	10	
		14	15	16	♦17	➢18	➢19	20	12	13	14	15	16	17	
		21	➢22	➔23	⌚24	25	26	27	19	★20	21	22	23	24	
		28	29	30	31				26	27	28				
S E P T	★5 Labor Day Holiday					1	2	3	1	2	3	4	5	6	⌚ End 2 <sup>nd</sup> Trimester Min. Day (Elem)
		4	★5	6	7	8	9	10	5	6	7	8	9	10	▲ Parent Conferences (Elem)
		11	12	13	14	15	16	17	12	▲13	▲14	▲15	▲16	▲17	◆ End of Term 3 - SMHS
		18	19	20	21	22	23	24	19	20	21	22	23	24	● Board Holiday
		25	26	27	28	29	30		26	☆27	☆28	☆29	☆30	●31	
O C T	◆ End of Term 1 - SMHS # Minimum Day (Elem only)	2	3	4	5	6	7	8	1	2	3	4	5	6	
		9	10	11	12	13	14	15	2	3	4	5	6	7	
		16	17	18	19	20	♦21	22	9	10	11	12	13	14	
		23	24	25	26	27	#28	29	16	17	18	19	20	21	
		30	31					23	24	25	26	27	28	29	
N O V	★11 Veterans' Day Holiday ⌚ End of Trimester Min. Day (Elem) ▲ Parent Conferences (Elem) ☆ Recess Day ● Board Holiday ★ 24 Thanksgiving Day			1	2	3	4	5	1	2	3	4	5	6	
		6	7	8	9	⌚10	★11	12	7	8	9	10	11	12	
		13	▲14	▲15	▲16	▲17	▲18	19	14	15	16	17	18	19	
		20	★21	★22	★23	★24	●25	26	21	22	23	24	25	26	★29 Memorial Day Holiday
		27	28	29	30				28	★29	30	31			
D E C	★ Winter Recess ★26 Legal Holiday ● Board Holiday # Minimum Day (Elem only)				1	2	3				1	2	3	4	⌚ School's Out Min. Day ➔ Last Day for All Staff
		4	5	6	7	8	9	10	4	5	6	7	⌚8	➔9	
		11	12	13	14	15	#16	17	11	12	13	14	15	16	
		18	★19	★20	★21	★22	●23	24	18	19	20	21	22	23	
		25	★26	★27	★28	★29	●30	31	25	26	27	28	29	30	

**TEACHING CONTRACT YEAR:**

New Teachers 186 Days  
 Returning Teachers 185 Days  
 Students 180 Days

➔ All Staff Days Only (2 days)

➢ Professional Learning Days (3 days)

★ Legal Holidays (10 days)

# Minimum Days (2 days- Elementary Only)

● Board Holidays (4 days)

☆ Recess Days (14 days)

➔ Report Date - New Teachers

◆ End of Term

▲ Parent Conferences

⌚ End of Trimesters - Minimum Day

⌚ First Day/Last Day of School

Board approved

*DISTRICT OFFICE IS CLOSED ALL LEGAL AND BOARD HOLIDAYS*

**CONFERENCE**  
Discussion and/or Action  
**February 8, 2016**

**BOARD AGENDA ITEM 13.B.**

TO: Board of Trustees

FROM: Tricia Price, Superintendent/Principal

RE: **Review and Discussion of Proposal to Increase Reading Specialist Position to 1 FTE**

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With the retirement of Diana Wilson at the end of the 2015-16 school year, the District has an opportunity to redefine the duties and responsibilities of this position.

Teachers have expressed an interest in increasing this position from 75% FTE to 1.0 FTE for the following reasons:

- To enable the reading specialist to serve all grade levels, and not limit caseload to primarily grades one through four
- To allow the Reading Specialist opportunities to train staff in effective instructional reading strategies
- To allow the Reading Specialist to support our English Learners
- To provide additional time for the Reading Specialist to provide support to students who struggle with reading in mathematics

Included in your materials is the current job description for Reading Specialist.

The cost to the District would depend on who is hired for this position.

**I recommend the Board increase the Reading Specialist position to 1 FTE.**

## **Reading Specialist / CELDT Coordinator Job Description**

**January 2016**

### **Goal**

To provide individualized / group instruction and support for struggling readers performing below grade level. This instruction is designed to take advantage of students' individual strengths and learning styles, and is delivered in novel ways that address the students' particular learning needs.

### **Qualifications**

#### **Required**

- Elementary School Teaching Credential, CLAD certificated
- At least 1 year experience teaching reading in elementary school
- Demonstrate a commitment to ongoing education/continuing professional development
- Demonstrate patience and creativity teaching students with varying learning styles
- Demonstrate strong communication / collaborative skills with staff and parents
- Demonstrate empathic understanding of students who need to know that they will succeed. You will be their teacher, cheerleader, and advocate.

#### **Preferred**

- Experience in using Lindamood-Bell instructional materials: Lips Program, Visualization / Verbalization, and Seeing Stars
- Experience with Read Naturally Reading Program, specifically tools
- Experience with Read Naturally Computer Fluency Program

### **Reading Program Responsibilities**

#### **General**

- Screen students referred by teachers for remedial reading instruction
- In cooperation with teachers, identify students to receive services
- Provide diagnostic, prescriptive and evaluative services for identified students
- Conduct periodic evaluations of students to inform both teachers and parents

#### **Staff / Students**

- Meet with teachers to communicate needs / learning styles of incoming students
- Train teachers / aides in skills requested: syllabication, fluency programs, Project Read tools, etc.
- Coordinate installation of Read Naturally fluency software with technology instructor
- Communicate progress of identified students to teachers on a regular basis

- Attend SST's and IEP's for identified students
- Attend student conferences when requested
- Facilitate cooperation between teachers and parents regarding reading at home
- Upon request, aid teachers in selecting reading materials for identified students
- Provide teaching resources for teachers, aides, and parents
- Serve as resource of individualized reading strategies for teachers of identified students
- Confer with classroom teacher concerning SEP referrals for identified students not making adequate progress.
- Act as liaison to Special Education services for referred reading students
- Confer with principal regarding students / needs of the reading program
- Assist in administrating state reading tests for individual students as appropriate

### **Parents**

- Assist teachers in communicating the importance of reading at home to parents.
- Aid parents with incentivizing students to read at home.
- Help parents select reading materials for their child
- Confer with parents and model reading strategies to use with their child.
- Communicate student progress to parents on a regular basis
- Serve as a reading resource for parents of identified students
- Meet with other tutors of identified students, if appropriate

### **CELDT Coordinator**

#### **Testing Responsibilities**

- Compile list of students designated to take the CELDT test, order test materials accordingly.
- Alert teachers of students, and test designated students within the time frame dictated.
- Preliminarily score tests, then mail testing materials for final scoring
- Mail CELDT notification letters to parents, including preliminary scores
- Final scores are copied and given to teacher.
- File results in cum, and in CELDT Coordinator's binder
- Update CELDT website information after testing is completed.
- FEP meeting with principal and classroom teacher as warranted
- Destroy or return previous year's testing materials
- Attend Santa Barbara County yearly training

#### **Teaching**

- Provide reading instruction and language acquisition skills for designated ELL students, as needed.

**CONFERENCE  
February 8, 2016**

**BOARD AGENDA ITEM 13.C.**

TO:           Board of Trustees  
FROM:        Tricia T. Price, Ed.D. Superintendent/Principal  
RE:           **New Construction Project Update**

At the Board's Special Meeting for Community Update on Construction of the New Administrative/Classroom Building the Board requested that their ongoing discussions on the Project be agendized on every meeting agenda.

The Board gave further direction at the February 1<sup>st</sup> Special Board Meeting Member's Workshop that they wish to have an update on Project tasks conducted over the past 30 days.

A written recap has been developed of activities conducted in behalf of furthering the Project dated January 2, 2016 through February 4, 2016.

**INFORMATION ONLY.**

## COLD SPRING SCHOOL DISTRICT

### Project Progress Steps ~ Construction of New Administrative Building

**Jan 4, 2016:** Email with Patrick Boales, Earth Systems, re detail on **trenching fees**, all field work complete, samples in the lab and their report is expected to be done by about the end of January (was in our hands on Jan 24). The Board approved an agreement with the firm for \$8,200.00 on P.O. 16-00113, as a result of an approved bid for materials testing reports, how much additional for the Thanksgiving & Winter Break trenches & core drilling? Invoices expected when and from which firm?

**CA Geological Survey** to provide a hazard assessment. Received CGS application and work order and noted a \$3,600 fee to send when Earth Systems report is ready.

**Jan 5:** Email Boales, Earth Systems, re specifics to share with Board in Jan 11 Supt report re the current progress on the project.

Received completed **CGS application & work order** forms prepared by Wilcox, Architect. Email to Hetyonk, SBUSD, re how to receive a DSA/CDE/OPSC **Project Tracking Number (PTN)**. Called Dept of Gen Svcs project manager Cuneen to assist with set up of a PTN. Email to A Felseghi, DGS, to reset T. Price username and password access per Cuneen.

**Jan 8:** email Boales, Earth Systems, re invoicing details totaling \$33,852.14 for all trenching/drilling. Does not include original \$8,200 for materials testing/report.

**Jan 12:** Price/Wilcox: a re-worked timeline per Board member request, community meetings and design review committee. Info to Board re Jan 25 **community meeting** to the Board and surrounding entities. Stark/Price re set up a District website link for the community with all of the Board reviewed DRAFT information on the building project. Link in Wednesday word, staff bulletin, etc. A 24/7 spot to see detail and to ask questions/comment.

**Jan 13:** Stark/Kavanaugh, SBCEO/SIPE: re current reserves balance for Cold Spring within SIPE audit available to withdraw/loan against as facility financing source?

**Jan 14/15:** email Wilcox, Architect, re **relocating portables** costs to consider and timeline. How long will remodel of current admin office take?

**Jan 15:** Stark contact Bowes, KNN, re 2008 GO Bond series refunding options for facility financing source.

**Jan 19:** Stark confer w/ Banning re construction updates link detail to include cost estimate.

**Jan 20:** Wilcox/Price: Moving of existing portables not a likely option. DGS completed PTN setup with Price. Wilcox/Stark re timeline for CGS work order/fee/report.

**Jan 25:** Stark request for direct pay of \$3,600 fee as a check. Wilcox/Cassan, Architects, **Board/Community meeting**. Stark prep for direct pay of \$33,852 invoice for trenching/drilling fees. Check budget/cash flow.

Stark contact Brandis/Tallman, Broker, re proposed Agreement terms hold while cost estimate/opinions delayed due to Earth Systems geologic/materials testing report.

Stark prepared total project cost estimate to date and updated Available Funds recap.

**Jan 28:** Stark cover letter, ap, work order copies, Earth Systems report prepped and mailed to CGS in Sacramento for geological hazard assessment.

**Feb 1:** email Malan, Jacobus & Yuang, re projected date for completed estimates and cost opinions. Email Wilcox, Architect, re copy of updated timeline from Jan 25 meeting to include on website link for the public.

**Feb 2:** Set Feb 16 meeting with Bowes, KNN Finance, to discuss refunding of GO Bond. Price/Casnocha re future Board meeting date to present financing option/broker agreement.

**Feb 3:** Met with Wilcox & Cassan, Architects, re date set Feb 9 for program meetings with admin and certificated staff to discuss interior design needs. Discussed Superintendent's Committee and Board role in design. Reviewed actual cost amounts since November 11 for architects, geological trenching, etc.

Malan, Jacobus & Yuang, wrote that his estimates/cost opinions await the Feb 9 program meetings because those results become a part of the schematic design he needs from the Architects.

m. stark

2/3/2016