



**COLD SPRING SCHOOL DISTRICT
BOARD OF TRUSTEES**

REGULAR BOARD MEETING

**MONDAY, APRIL 10, 2017
5:30 PM**

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

Welcome to the meeting of the Cold Spring School District Board of Trustees.

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](#).

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. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

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

**COLD SPRING SCHOOL DISTRICT
BOARD OF TRUSTEES**

REGULAR BOARD MEETING

AGENDA

**MONDAY, APRIL 10, 2017
5:30 PM**

**COLD SPRING SCHOOL AUDITORIUM
2243 Sycamore Canyon Rd, Santa Barbara, CA, 93108**

REGULAR SESSION

1. Call to Order.....5:30 PM

Jennifer Miller, President
Gregg Peterson, Vice-President
Kim Ferrarin – Clerk
Kathy Davidson – Trustee
Leslie Kneafsey – Trustee

Cold Spring School Mission Statement:

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

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

2. Approval of Agenda

3. Adjourn to Closed Session

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

4. Reconvene Regular Meeting, Pledge of Allegiance Board President

5. Announcement of Closed Session Action

6. Approval of Minutes Item 6A-6C

- 6.A. March 10, 2017 Special Session
6.B. March 13, 2017 Regular Session
6.C. March 22, 2017 Special Session

**7. Recognitions and Acknowledgements Superintendent Price
(None Scheduled)**

8. Board Comments – Communication/Correspondence

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

9. Public Comments

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

10. Consent AgendaItems 10A – 10C

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:

- 10.A. Approval of Finance Reports
 - 10.A.1. Warrants (attachment)
 - 10.A.2. January Regular Payroll: \$286,165.47
 - 10.A.3. Other financial items (ViSA Recap)
- 10.B. Approval of Applications for Use of School Facilities, (7 total), as shown in the attached supplement
- 10.C. Approval of Fundraiser Request Form (1 total)

11. Superintendent ReportItems 11A – 11D

- 11.A. Quarterly Williams Report
- 11.B. Monthly Enrollment Report/Projected Enrollment
- 11.C. Presentation on ParentSquare – Christian Garfield
- 11.D. Presentation on Lease Option for Laptop Purchase – Christian Garfield

12. Business and FinanceItem 12A-12B

- 12.A. Review and discussion of the Preliminary 2017-18 District Budget
- 12.B. Review and Approval of 2015-16 and 2016-17 Annual Developer Fee Report

13. Action AgendaItems 13A – 13C

- 13.A. Review and Approval of School Accountability Report Card for 2015-16
- 13.B. Review and Approval of Job Descriptions
 - Reading and Library Specialist 1.00 FTE
 - Technology Resource Specialist 1.00 FTE

- 13.C. Review and Approval of Placing Items on the Governing Board Agenda Protocol (protocol, instructions, and form) and Board Office Hours Protocol

14. Conference Agenda.....Item 14A-14D

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.

- 14.A. Review of Draft Local Control and Accountability Plan 2017-18 Goals
- 14.B. Superintendent/Principal Search Update
- 14.C. Presentation of the District's Initial Proposal to the Cold Spring Education Association (CSEA) for the 2017-18 School Year for Review
- 14.D. Review and/or Approval of Communication Protocols
- Board Guidelines for Communication
 - Email Communication Protocol

15. Suggested Board Agenda Items for Next Regular Meeting Item 15

16. Board Governance.....Item 16A

- 16.A. Evaluation of Meeting

17. ADJOURNMENT

Date of Next Regular Board Meeting: May 9, 2017



**COLD SPRING SCHOOL DISTRICT
BOARD OF TRUSTEES
BOARD MEETING / SPECIAL SESSION BUDGET WORKSHOP**

MINUTES

**FRIDAY, MARCH 10, 2017
8:30 AM**

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

ATTENDANCE / BOARD

Jennifer Miller
Gegg Peterson
Kim Ferrarin
Kathy Davidson
Leslie Kneafsey

ADMINISTRATION / STAFF

Tricia Price, Superintendent
Coral Godlis, Executive Assistant
Taiwo Madison, DFS
Amy Campbell, Teacher
Jeff Chancer, Transition Facilitator

PUBLIC:

PRELIMINARY FUNCTIONS

1. Call to Order 8:30 AM
The meeting was called to order 8:35 AM.

2. APPROVAL OF AGENDA

It was moved by Trustee Peterson, seconded by Trustee Miller, to approve the Agenda.

Ayes: Davidson, Kneafsey, Miller, Ferrarin, Peterson; Noes: 0; Abstain 0; Absent 0; Motion carried unanimously.

3. ADJOURN CLOSED SESSION

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

4. RECONVENE REGULAR MEETING, PLEDGE OF ALLEGIANCE

President Miller led the Pledge of Allegiance.

5. ANNOUNCEMENT OF CLOSED SESSION ACTION

There was no action taken.

6. BUDGET PRESENTATION, DISCUSSION, POSSIBLE ACTION

Superintendent Price presented her cost savings recommendations for the 2017-18 district budget. Attached to the Minutes is the handout she provided to the Board with her recommendations. The Board discussed the impact of the cost saving recommendations.

The Board gave direction to Mr. Chancer, Transition Facilitator, to perform a "first phase" job study for Certificated positions that include: Technology/IT, Library, and Reading Specialist.

The "second phase" of job studies will include Classified positions: Chief Business Official, Director of Fiscal Services, Dolphin Center Director, and Assistant Dolphin Center Director.

Other Budget items the Board requested further information/direction:

- Evaluate online resources
- Confirm no purchase of laptops for 2017-18
- Budget Foundation "Ask" for \$100,000
- Budget Certificated classroom teachers at 9.5 with the .5 possibly as a Certificated Tutor
- Evaluate Music extra offerings like Band and Drama

The Board requested to schedule a Budget Workshop for Wednesday, March 22 at 5:00 PM.

7. ADJOURNMENT

It was moved by Trustee Peterson, seconded by Trustee Miller, to adjourn the meeting.

Ayes: Davidson, Kneafsey, Miller, Ferrarin, Peterson; Noes: 0; Abstain 0; Absent 0; Motion carried unanimously.

The meeting was adjourned at 11:20 AM.

Kimberly Ferrarin, Board Clerk

Date

SCENARIO	APPROXIMATE SAVINGS	IMPACT ON PROGRAM
GOAL: Replace Reading Specialist with part-time (50%) certificated tutor.	\$200,000 (\$ 50,000) +/-	On-going revenue/expense Caseload would have to be reduced (if part-time) May be hard to attract highly qualified individuals Savings may be offset by current Reading Specialist replacing a less senior teacher
Eliminate Dolphin Center Co-Director position	(\$25,000)+/-	May impact adequate supervision (Directors split inside/outside coverage) Savings could be slightly offset by having to bring on more Work Study students to supervise (if available, less Westmont students this year)
Make STEAM/TOSA 50% position	(\$67,000)+/-	See attached detail Parents and staff report in survey that STEAM is a priority
Ask Foundation for \$125,000 for 2017-18	(\$25,000)	This will impact Foundation's budget
Eliminate clubs or have private pay	(\$7,000)+/-	May impact Math SuperBowl prep

SCENARIO	APPROXIMATE SAVINGS	IMPACT ON PROGRAM
Reduce classroom teachers from 9.5 to 9 for 2017-18	(\$45,000) +/-	Increase to student-teacher ratio Parents and teachers report that they value small class size Use of certificated tutors could help with instruction with larger classes, but would offset some savings.
Combine Library and Technology	Savings would depend on who maintained this position. (\$90,000) +/-	Current programs would be impacted. We would lose on-site technology support. May require new Library-Media job description
Have 9 aides next year, each working 3.5 hours per day, five days a week. Eliminate art aide.	(\$ 45,000) +/- (\$26,000 if aide hours remain the same and art aide is kept)	Larger classes would not get extra aide time Could replace art aide with Westmont work study and/or parent volunteers (if available, less Westmont students this year)
Reduce Director of Fiscal Services to .5 FTE. Maintain full time CBO	(\$50,000) +/-	CBO and front office staff may need to absorb some of the current duties of the DFS to maintain internal controls
SCENARIO	APPROXIMATE SAVINGS	IMPACT ON PROGRAM
Make Reading Specialist position 75% instead of 1 FTE	(\$25,000) +/-	Caseload would have to be reduced Savings may be offset by current Reading Specialist replacing a less senior teacher

Do not renew some online learning resources	(\$10,000)+/-	May impact adequate supervision. Savings could be slightly offset by having to bring on more Work Study students to supervise
Do not renew CSBA membership	(\$3,539)	
Do not purchase 20+ laptops	(\$25,000)+/-	Savings might be offset by other curriculum costs/trials
Combine Reading Specialist and Librarian	\$73,000	Savings is offset by a senior teacher replacing a less senior teacher in the classroom. Also offset by adding 25% to library. Reading caseload would need to be limited to K-3



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

**MONDAY, MARCH 13, 2017
6:00 PM**

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

Board Members

Kathy Davidson
Kim Ferrarin
Leslie Kneafsey
Jennifer Miller
Gregg Peterson

Members of the Public:

Amanda Rowan
Michael Wasserman
Diane Morgan
Brooke and Makayla Sears
Cynthia and Leila Hawkes
Karmen and Lulu Aurell
Alexis Tande
Mathew Gradias
Julie Avnit
Marco Navetta
Cold Spring School 2nd grade class

Administration / Staff

Tricia Price, Superintendent/Principal
Mary Jarvis, Interim Chief Business Official
Taiwo Madison, Director of Fiscal Services
Coral Godlis, Executive Assistant
Johanna Thorpe, Teacher
Jean Gradias, Teacher

1. CALL TO ORDER 6:00 PM

The meeting was called to order at 6:03 PM.

2. APPROVAL OF AGENDA

The Board adjusted the order of the Agenda: Item 11.F. and 11.A. were heard after Pledge of Allegiance. Consent Item 10.D. was placed on the Action Agenda.

It was moved by Trustee Miller, seconded by Trustee Peterson, to Approve the Agenda with amendments.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

3. ADJOURN TO CLOSED SESSION (No Closed Session scheduled)

4. PLEDGE OF ALLEGIANCE

President Miller led the Pledge of Allegiance.

5. ANNOUNCEMENT OF CLOSED SESSION ACTION

No Closed Session scheduled.

6. APPROVAL OF MINUTES (5).....ITEMS 6A-6E

6.A. February 7, 2017- Special Session Budget Workshop

It was moved by Trustee Miller, seconded by Trustee Davidson, to Approve the Minutes.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

6.B. February 13, 2017 - Regular Session

It was moved by Trustee Peterson, seconded by Trustee Ferrarin, to Approve the Minutes of February 13, 2017 - Regular Session as amended.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

6.C. February 22, 2017 – Special Session

It was moved by Trustee Peterson, seconded by Trustee Kneafsey, to Approve the Minutes of February 22, 2017 – Special Session as amended.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

6.D. February 23, 2017 - Special Session Budget Workshop

It was moved by Trustee Miller, seconded by Trustee Kneafsey, to Approve the Minutes of February 23, 2017 - Special Session Budget Workshop as amended.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

6.E. March 3, 2017 – Special Session

It was moved by Trustee Miller, seconded by Trustee Kneafsey, to Approve the Minutes of March 3, 2017 – Special Session as amended.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

7. RECOGNITIONS, ACKNOWLEDGEMENTS (None scheduled)

8. BOARD COMMENTS, COMMUNICATION, CORRESPONDENCE

The Board requested staff to communicate a reminder to parents that Stoddard Lane should not be used as a pick up/drop off area.

The Board made a request to have the Board Agenda Packet for the Regular Session posted on the Tuesday before the meeting.

9. PUBLIC COMMENTS

Amanda Rowan addressed the Board regarding the Williams Complaint. She presented an appeal to the Board. The appeal document is attached to the Minutes. Ms. Rowan emphasized that this need not be addressed with an attorney.

10. CONSENT AGENDAITEMS 10A – 10D

The following items were submitted as consent. The Board took action on Consent Item 10A-10C as follows:

10.A. Approval of Finance Reports

10.A.1. Warrants (attachment)

10.A.2. January Regular Payroll: \$289,195.83

10.A.3. Other financial items (ViSA Recap)

The ViSA Recap was removed and replaced. See ViSA Recap attached to the Minutes.

10.B. Approval of Applications for Use of School Facilities, (3 total), as shown in the attached supplement

The application submitted by Montecito Covenant Church was removed for the fee to be adjusted.

10.C. Field Trips: Out of County or Overnight

10.C.1. CIMI approved at previous meeting (change of date notification)

10.C.2. Writing Club Trip to LA Times

10.D. Approval of Personnel Action items

One Resignation: Superintendent/Principal

This Item was moved to the Action Agenda to be voted on separately.

It was moved by Trustee Miller, seconded by Trustee Ferrarin, to approve Consent Agenda Items 10A – 10C as presented.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

11. SUPERINTENDENT REPORT.....ITEMS 11A – 11F

11.A. Superintendent/Principal Search Firm Presentation of Stakeholder Feedback

Bob Ferguson presented the "Stakeholder Input Report". A key point in the report from the Stakeholder groups was a general love of the community and School District. Some key qualities the community would like for the incoming Superintendent/Principal are vision, leadership, communication, putting students first, and a two to three year vision.

Upcoming dates:

- Application deadline is March 23
- Application screening is April 7
- Interviews will be held on April 28 and April 29

11.B. Information on Parent Square

The Board discussed Parent Square and requested staff to research the pros and cons as applied to the district, staff, parents, Parent Club, and Cold Spring School Foundation. Parent Square has an initial set up cost of \$300 and an annual cost of \$1200.

11.C. Superintendent/Principal's Goals Update

Superintendent Price primary focus is on the Budget and supporting the Board with the transition to a new Superintendent/Principal. She will support Mr. Chancer with the job studies requested by the Board. The Technology Use Plan will be updated and provided to the Board at the April Board meeting. Superintendent Price is working on team building activities to enhance communication with staff.

11.D. Monthly Enrollment Report/Projected Enrollment

Superintendent Price projects enrollment dropping next school year to approximately 169 students. Nine classes are projected for 2017-18, however, the Board will give direction to determine the amount of classes based on the budget and enrollment.

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

Superintendent Price shared responses from the LCAP Survey. She will use the information she received from these results to develop the LCAP goals.

11.F. Presentation on Campus Restoration Proposal – Second Graders

Ms. Gradias and Ms. Thorpe introduced the second grade class to present the Campus Restoration Proposal to the Board. The second grade presented two options to the Board for their decision. The Board would like the second grade to research the cost of the project and ways to fund the project. The Board thanked the second grade students for the thoughtful work they put into the project.

Alex Beretta from Explore Ecology gave a brief explanation of how his company works with students.

12. BUSINESS AND FINANCE ITEMS 12A – 12D

12.A. Approval of the Second Interim Report for the 2016-17 Budget

Mary Jarvis, Interim CBO, presented the Second Interim Report. The report reflects numbers as of January 31, 2017. The Board discussed the report and Ms. Jarvis answered questions from the Board.

It was moved by Trustee Peterson, seconded by Trustee Miller, to approve the Second Interim Report for the 2016-17 Budget.

Ayes: Ferrarin, Kneafsey, Miller, Peterson; Noes: Davidson; Abstain 0; Absent 0; Motion carried.

12.B. Review of 2017-18 Expenditure Reductions

There was nothing to report out of the March 10 Special Session Meeting. Mr. Chancer, Transition Facilitator, is working on Board directed job studies.

12.C. Prop 39 Clean Energy Jobs Act Progress Report

The Board moved this Item to the beginning of the Business and Finance Agenda to accommodate the presenters request.

Julie Avnit, Consultant, reported to the Board that \$85,365 of funding so far has been approved for projects submitted to the State and Clean Energy Committee. She explained to the Board that all funds need to be encumbered by the end of June 2018. A maintenance schedule will be decided upon with projects done during school breaks. The deadline to file any project proposals is August 1, 2017. Ms. Avnit will report back to the Board in May for an update.

12.D. Prop 39 Ca Clean Energy Jobs Act Contract for Mechanical Engineering Services

Ms. Avnit presented the contract for BMA Mechanical Engineering to the Board. This Item will be presented at the next Board meeting for a vote.

13. ACTION AGENDA.....13A-13E

10.D. Approval of Personnel Action items

One Resignation: Superintendent/Principal

This Item was moved from the Consent Agenda.

It was moved by Trustee Miller, seconded by Trustee Davidson, to approve Personnel Action item one resignation: Superintendent/Principal.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

13.A. Approval of Release of Temporary Personnel

It was moved by Trustee Peterson, seconded by Trustee Ferrarin, to approve Release of Temporary Personnel.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

13.B. Approval of 2017-18 Calendar

It was moved by Trustee Davidson, seconded by Trustee Miller, to approve 2017-18 Calendar.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

13.C. Approval of Campus Restoration Project

No action was taken at this time.

13.D. Notice to the Board not to Re-Employ Certificated Staff and Approval of Resolution 2017-18/12 Reduction of Particular Kinds of Certificated Service

It was moved by Trustee Miller, seconded by Trustee Davidson, to approve Resolution 2017-18/12 Reduction of Particular Kinds of Certificated Service 2.00 FTE.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

13.E. Resolution, Cash and Transfers, 2017

It was moved by Trustee Peterson, seconded by Trustee Miller, to approve Resolution, Cash and Transfers, 2017.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0; Motion unanimously carried.

14. CONFERENCE AGENDAITEM 14A – 14C

14.A. Update on Superintendent/Principal Search

The update was discussed when Item 11.A. was presented.

14.B. Discussion of Committee Formation

The Board is proposing the formation of a Curriculum and Instruction Committee and a Hiring Committee. The Board would like School Site Council to take charge of guidelines for these committees. Superintendent Price will add discussion of these committees to the School Site Council Agenda and Dr. Price will bring their feedback to the Board.

14.C. Renegotiation request from Cold Spring Education Association

The Board requested to open Article 5, "Grievance Procedure", for negotiation.

15. SUGGESTED BOARD AGENDA ITEMS FOR NEXT REGULAR MEETING

- School Site Council Committees, discussion for April Regular Session
- Discussion of a Bond Measure for 2018 election
- Budget Meeting, Special Session March 22
- Technology Committee update on the Technology Use Plan
- Williams Complaint Appeal response, Closed Session March 22
- Reestablish Fund 14 for Differed Maintenance
- Invite Mr. Rada, Maintenance Director, to present a list of Differed Maintenance projects

16. BOARD GOVERNANCE – EVALUATION OF MEETING

16.A. Review of Communication Protocols

The Board reviewed and discussed draft documents: Placing Items on the Governing Board Agenda protocol (protocol, instructions, and form) and Board Office Hours Protocol. The Board requested these items put on the next Board Agenda for approval.

16.B. Evaluation of Meeting

17. ADJOURNMENT

It was moved by Trustee Peterson, seconded by Trustee Miller, to adjourn the March 13, Regular Session Meeting.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain 0; Absent 0;
Motion unanimously carried.

The meeting was adjourned at 10:26 PM.

DATE OF NEXT REGULAR BOARD MEETING: April 10, 2017

Kimberly Ferrarin, Board Clerk

Date

Law Office of Ivan Perkins

1912 Broadway, Suite 105
Santa Monica, California 90404
ivan@ivanperkinslaw.com
(310) 403-8528

March 13, 2017

Board of Trustees
Cold Spring School District
2243 Sycamore Canyon Road
Montecito, California 93108

To the Board of Trustees:

Amanda Rowan, a concerned parent at Cold Spring Elementary School, hereby submits the following Appeal to the "Response to Williams Complaint" dated February 21, 2017 (i.e., the "Response").

For the reasons spelled out below, we believe that the Response is fundamentally at odds with the facts, and with applicable California law. We also believe that the Response demonstrates a pattern of intentionally confusing and misrepresenting the issues, in an effort to avoid acknowledging the clear violations of California law as spelled out in the original Williams Complaint. Finally, we believe that insofar as the Board fails to adequately investigate the issues raised in the Williams Complaint and in this Appeal, the Board would be complicit in the multiple violations of California law and would be failing to perform its legal oversight duty.

I. The science curriculum at the School is not in alignment with NGSS.

In various places, the Response either states that the Williams Complaint has not *proven* that the science curriculum fails to align with NGSS, or implies that the science curriculum *is* aligned with NGSS. However, the Response fails to provide any evidence of such alignment.

Based upon everything currently known to us, there is a clear failure of the current science instructional materials to meet the rigorous NGSS standards. It appears that because the School has not purchased any science curricula, teachers at the School have had to scramble to create their own science curricula from "open-source" materials—i.e., from free material available on the internet. This appears to be creating an additional (and unwarranted) burden on teachers.

As Ms. Gradias appears to have acknowledged recently, in an email discussion about her role at the School with parents on January 30, 2017, the science curriculum is

Board of Trustees, Cold Spring School District

March 13, 2017

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being created in an ad-hoc and haphazard manner. According to Ms. Gradias: "Teachers deliver science instruction weekly in their classrooms. I know this because they show up at my house on the weekends and we write units. Sometimes I show up at theirs on a Sunday night and we sit at their dining room tables with our standards in front of us and work until we have a lesson that is worthy of delivering to your kids."

Parents have also been attempting to obtain the instructional materials in science that teachers are actually using in the classroom. So far, their efforts have been unsuccessful.

Under these circumstances, the Board cannot legitimately maintain that the science curriculum is aligned with NGSS standards, without actually investigating the issue. **At very least, the Board should be working with parents in an open and transparent manner to ensure that the science curriculum is actually in alignment with NGSS standards.** This means requiring teachers to produce all the assessments used in science during the 2016-17 school year, and looking at them together with parents, so that everyone can see whether or not there is alignment with NGSS.

Moreover, the Response repeats the general and often-stated rationale for the NGSS TOSA position—i.e., that because the State Board of Education ("SBE") will not "adopt" specific curricula (such as FOSS) until 2018, the School must therefore "adopt its own materials." This does not mean, as implied, that the School must "create its own materials" from scratch, based on open-source internet materials.

We believe that this rationale is deceptive and misleading. **There are highly-regarded science curricula available which have been specifically designed for alignment with California's NGSS standards.** These include the FOSS Next Generation science curricula, which were developed at the Lawrence Hall of Science and are in use throughout California, including in every elementary school in the Santa Barbara and Goleta school districts.

For a small school like Cold Spring, FOSS would cost the district \$24,000 for 3-5 years—for a total of \$8,000 or less per year—and this includes one day of professional development training. In other words, the School has apparently been spending \$130,000 for a Science TOSA / STEAM teacher, who apparently helps other teachers develop science materials on the fly and based on free internet sources, rather than simply pay up to \$8,000 for the highly-regarded FOSS program, which is designed to be aligned with NGSS.

These decisions have real-world educational impacts upon children. When the students go to junior high, of course, their cohorts from the Santa Barbara and Goleta districts will have received a science education developed by FOSS in alignment with the rigorous NGSS standards. Cold Spring students, on the other hand, will apparently have

Board of Trustees, Cold Spring School District

March 13, 2017

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received a science curriculum designed at dining room tables on Sunday nights based upon “open source” internet materials.

The Board should not allow this to continue. It should at very least perform an investigation (with parent participation) of the science curricula in use at the School, and require production of all assessments currently being used, to determine whether the instructional materials are in alignment with the state NGSS standards.

II. The Response obfuscates the relationship between California Education Code and the NGSS.

Apparently, the Response does not actually believe its own assertion, i.e., that the science curriculum at the School is aligned with NGSS. The Response goes to some length to muddle the issues. The third paragraph on page 2 is a blatant example of purposefully clouding and confusing the issues. It makes no sense at all.

First, the paragraph states: “Stephanie Gregson . . . sent a communication to Superintendent Price which stated, ‘simply put, materials aligned to the NGSS are not compliant with Williams.’” What does this mean? “Williams” is a complaint procedure, developed following the settlement of a lawsuit alleging insufficient instructional materials. The NGSS or “Next Generation Science Standards” are the operative substantive content standards for science in California schools. This statement makes no sense.

Second, the paragraph states: “The content standards referenced in the statutory language (Ed. Code §§ 60605 and 60605.8) do not include the NGSS.” That is quite misleading: § 60605 requires the SBE to adopt academically rigorous standards; in the area of science, SBE has adopted the NGSS as those academically rigorous standards. It is true that § 60605 does not directly mention the NGSS, but that is beside the point. Under § 60605 and the SBE’s adoption of the NGSS standards, the Education Code in fact makes NGSS the governing standard in California schools.

Third, the paragraph states: “Ms. Gregson indicated that school districts can continue with NGSS, and that CDE has proposed legislation to incorporate NGSS into Education Code section 60210.” This is utterly beside the point. Whether or not the wording of § 60210 is modified to explicitly incorporate NGSS, under the above law, NGSS is already the governing standard in California schools.

Last, the paragraph states: “However, technically, the Williams Complaint seeks a remedy that is non-compliant with the law.” Not only does this sentence fail to be logically connected to its predecessors, it is utter nonsense. State law requires science curricula to be in alignment with NGSS. The Williams Complaint alleges that the School’s science curriculum is not in alignment with NGSS, and seeks the remedy of a

Board of Trustees, Cold Spring School District

March 13, 2017

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curriculum that is in alignment with the NGSS. The Williams Complaint seeks a remedy that is fully compliant with the law.

The Response thus appears designed to confuse the issues. **Can the Board members clearly explain to parents what this third paragraph on page 2 means? If the Board members cannot clearly explain it, it appears that they do not understand the issues. Failing to investigate, under this circumstance, would constitute an abdication of the Board's oversight responsibilities.**

We believe that the Response was drafted, at least in part, by Dr. Price's husband, Craig Price. We believe that for the Board to simply go along with the Response, without independently examining the issues raised in the Williams Complaint, would be irresponsible.

III. **The Response attempts to deny that the District has a legal responsibility to involve parents in curricular decisions.**

California Education Code § 60002 is general in nature, but quite clear: each school board "shall provide for substantial involvement of parents and other members of the community in the selection of instructional materials." (Emphasis added.) There has been no such "substantial involvement" in the selection of science materials. In fact, parents have long been seeking such participation, and they have been shut out of the process. For this reason alone, the District is not in compliance with California Education Code, pure and simple.

The Response also says the District does not have to follow the "Guidelines for Piloting Instructional Materials" published by the SBE, but does not provide any factual support for this. It simply asserts, ***without citing any evidence***, that these Guidelines failed to be adopted pursuant to the general procedures for administrative regulations. (See page 3.) **In the absence of any such evidence, the Board should assume that it is required to follow the Guidelines.** Moreover, such publications by the SBE are considered highly authoritative, even when they are *not* adopted pursuant to the general procedures for administrative regulations. Even if the Guidelines were not legally binding (and the parents believe they are), the Board should presume that the Guidelines provide "best practices" anyway, and should follow them unless there is a particularly good reason not to. We are unaware of any such "good reason" for failing to follow the Guidelines published by the SBE on this exact issue.

IV. **The Response fails to acknowledge the District's legal responsibility regarding review for social content.**

Under Education Code §§ 60040-60045, and the Guidelines, the district must "ensure that instructional materials comply with the state laws and regulations for

Board of Trustees, Cold Spring School District

March 13, 2017

Page 5

social content." The Response states that the District "has ensured, through communication with the County Office of Education that its adopted instructional materials comply with requirements for social content." What this means is mysterious. Was there some email with the County Office of Education? How is that "ensuring" that the actual instructional materials in the classroom comply with social content laws and regulations? Again, the Response appears to be purposely evasive.

V. Conclusion.

For all of the foregoing reasons, we seek to work with the Board to investigate whether or not the science curriculum at the School is aligned with the state NGSS standards. We strongly believe, based upon all information currently available, that the science curriculum at the School is not aligned with NGSS. It is the Board's responsibility to ensure compliance with state law, and to ensure that children at the School are receiving appropriate science instruction.

At very least, therefore, the Board should require that all science assessments for the 2016-17 school year (including all assessments designed for use in the coming few months) be provided to it. The Board should join with concerned parents in determining whether, based on the complete set of assessments, the science instructional materials are aligned with NGSS standards. **At that point, a determination can be made — with full transparency, in the open, and with adequate information — about the science curriculum to be used at the School in the 2017-18 school year.** We believe that anything short of this would constitute abandonment of the Board's fiduciary responsibilities to the children at the School.

We look forward to collaborating with the Board on this urgent matter.

Sincerely,



Ivan Perkins
Law Office of Ivan Perkins

DISTRICT VISA CREDIT CARD JOURNAL

DEC 28, 2106 - JAN 28, 2017

The FISCAL REPORT

an informational update

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Volume 37

For Publication Date: January 13, 2017

No. 1

Reminders For This Last Stretch of the Proposition 39 Clean Energy Jobs Act Program

The 2017-18 fiscal year represents the last year of the Proposition 39 Clean Energy Jobs Act Program. All Energy Expenditure Plans (EEPs) must be submitted by August 1, 2017, in order to ensure that local educational agencies (LEAs) have their EEPs approved and encumber funds by the June 30, 2018, statutory deadline. All projects must be completed by June 30, 2020, and final reports submitted by June 30, 2021.

In addition, a new certification will be required for all EEPs. Public Resource Code Section (PRC) 26235(c) prohibits LEAs from using a sole source process when awarding work under Proposition 39. Further, PRC 26235(d) requires that all contracts identify the project specifications, costs, and projected energy savings. Beginning in February, the EEP application will include a statement wherein the LEA certifies that it is following all contracting requirements noted in the guidelines for Proposition 39, including those detailed in these two PRC sections.

There are still a number of LEAs that have not claimed their Proposition 39 funds. Of the \$1.4 billion allocated to Proposition 39 over the last four years, there is still \$360.4 million remaining unclaimed and, with the Budget proposal recently released, Governor Jerry Brown proposed an allocation of \$422.9 million for 2017-18. You can click [here](#) to access the entitlement schedules for all four past and current years of the program to ensure that your LEA has accessed all available funds or determine your allocation.

We will be discussing this and other facilities funding sources at our upcoming Basics of School Construction and School Construction Accounting Workshop. Consider joining us if your LEA is planning, modernizing, and/or constructing facilities. Location and registration information can be found on the School Services of California, Inc., [website](#).

—Debbie Fry and Brianna Garcia

posted 01/11/2017

Schedule of Total Award Allocations for the Proposition 39 - California Clean Energy Jobs Act

Local Educational Agency	Energy Expenditure Plan (EEP) Amount Approved**	2013–14		2014–15		2015–16		2016–17		Totals				EEP Funds Remaining***
		Election Two Year Funding*	Award Allocation	Total Award Allocation	Planning Funds Paid	EEP Funds Paid	Funds Returned	Award Allocation Remaining						
Cold Spring Elementary	\$0	Y	\$100,000	\$0		\$50,000	Y	\$100,066	\$250,066	\$50,000	\$0	\$0	\$200,066	\$0

SECOND GRADE SERVICE LEARNING PROJECT

WELCOME TO OUR PRESENTATION!

OUR CLASS IS ASKING FOR YOUR PERMISSION TO RESTORE A HABITAT ON OUR CAMPUS. BUT FIRST, WE WOULD LIKE TO TELL YOU ABOUT OUR PROJECT.

STEP 1
WE ARE GOING TO TEST THE SOIL AND DETERMINE WHAT PLANTS NEED TO GROW.

STEP 2
WE ARE GOING TO PLANT SEEDS AND CARE FOR THEM UNTIL THEY GROW.

STEP 3
WE ARE GOING TO MAINTAIN THE HABITAT AND MONITOR IT AS IT GROWS.

STEP 4
WE ARE GOING TO LEARN MORE ABOUT HABITATS AND HOW THEY ARE IMPORTANT.

STEP 5
WE ARE GOING TO SHARE WHAT WE LEARNED WITH OTHER CLASSES AND TEACHERS.

WELCOME TO OUR PRESENTATION!

OUR CLASS IS ASKING FOR YOUR PERMISSION TO RESTORE A HABITAT ON OUR CAMPUS. BUT FIRST, WE WOULD LIKE TO TELL YOU ABOUT OUR PROJECT

A group of second-grade students sitting on the grass outdoors, wearing binoculars and holding books, representing their environmental project.

STEP 1

WE BEGAN BY STUDYING DIFFERENT KINDS OF HABITATS. THERE ARE HABITATS EVERYWHERE!
EVEN AT OUR SCHOOL.

WE LEARNED THAT HABITATS HAVE WATER, FOOD OR NUTRIENTS, AIR, AND SUNLIGHT SO THAT PLANTS AND ANIMALS CAN SURVIVE.



THEN WE FOUND A HABITAT AREA ON CAMPUS THAT WE THOUGHT SHOULD BE PRESERVED.



WE ALSO LEARNED THAT SOME HABITATS ARE HABITATS FOR PEOPLE, AND OTHERS ARE HABITATS FOR ANIMALS.



WE LEARNED THAT HEALTHY HABITATS HAVE WATER, FOOD OR NUTRIENTS, AIR, AND SUNLIGHT SO THAT PLANTS AND ANIMALS CAN SURVIVE.



WE DID A SURVEY OF OUR SCHOOL'S HABITATS AND LEARNED
WHAT TYPES OF PLANTS AND ANIMALS LIVE HERE.

OUR SCHOOL HABITATS SUPPORT: WORMS, BUTTERFLIES,
BIRDS, BATS, INSECTS, SPIDERS, SQUIRRELS, AND LIZARDS!



THEN WE FOUND A HABITAT AREA ON CAMPUS
THAT WE THOUGHT SHOULD BE IMPROVED.



STEP 2

NEXT, WE WROTE AN INVESTIGATION TO
SEE WHAT PLANTS NEED TO LIVE.

WE LEARNED THAT PLANTS NEED
WATER AND SUNLIGHT IN ORDER TO
BE HEALTHY.



WE ENJOYED SEEING HOW PLANTS GROW, AND
LEARNING WHAT THEY NEED TO GROW.

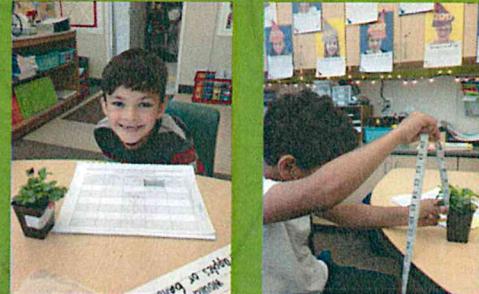


WE ALSO ENJOYED MEASURING THE
PLANTS AND COLLECTING DATA.

WE LEARNED THAT PLANTS NEED
WATER AND SUNLIGHT IN ORDER TO
BE HEALTHY.



WE ENJOYED SEEING HOW PLANTS GROW, AND
LEARNING WHAT THEY NEED TO GROW.



WE ALSO LIKED MEASURING THE
PLANTS AND COLLECTING DATA.

STEP 3

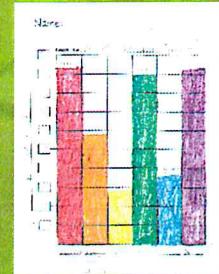
NEXT, WE TOOK A COMMUNITY SURVEY TO LEARN THE
NEEDS OF OUR SCHOOL.

WE GAVE STUDENTS AND STAFF A SURVEY TO LEARN WHAT
THE SCHOOL WANTED TO SEE IN OUR HABITAT AREA.

SURVEYS TEACH PEOPLE WHAT A GROUP NEEDS AND LEAVES
SURVEYS ALSO PROVIDE DATA OR NEW INFORMATION
WHICH CAN HELP YOU MAKE DECISIONS.

WE REALIZED THIS STEP BECAUSE IT HELPS US AS A TEAM
COMBINE OUR IDEAS. IN FRONT OF A GROUP OF PEOPLE, ANYONE CAN SHARE THEIR IDEAS.
PLUS, WE LIKED COLLECTING DATA AND LEARNING ABOUT OUR
COMMUNITY.
SO THAT'S WHY MOST OF ALL, WE ENJOYED THIS
STEP BECAUSE IT WAS OUR PROJECT!

SURVEYS TEACH PEOPLE WHAT A GROUP NEEDS AND LIKES.
SURVEYS ALSO PROVIDE DATA OR NEW INFORMATION,
WHICH CAN HELP YOU MAKE DECISIONS.



MOST PEOPLE WANTED A NATIVE FLOWER GARDEN

WE REALLY LOVED THIS STEP BECAUSE IT HELPED US TO SPEAK BRAVELY IN FRONT OF A GROUP OF PEOPLE AND SHARE OUR IDEAS.

ALSO WE LIKED COLLECTING DATA AND LEARNING ABOUT OUR COMMUNITY.

BUT MOST OF ALL, WE LIKED THIS STEP BECAUSE IT WAS OUR PROJECT!

STEP 4

WE NEEDED TO LEARN ABOUT NATIVE PLANTS, SO WE INVITED DR. SPARKMAN TO COME TEACH US ABOUT THE CHARACTERISTICS OF NATIVE PLANTS IN OUR AREA. THIS HELPED US KNOW WHAT TO PLANT IN OUR HABITAT.

DR. SPARKMAN HELPED US LEARN THAT DIFFERENT KINDS OF PLANTS LIVE IN DIFFERENT HABITS.



WE LEARNED HOW BEEES AND BUTTERFLIES FEED ON NECTAR. DR. SPARKMAN TAUGHT US HOW TO MAKE A HABITAT FOR THEM.



DR. SPARKMAN HELPED US LEARN THAT DIFFERENT KINDS OF PLANTS LIVE IN DIFFERENT HABITS.



IN AREAS WITH MORE WATER AND
SHADE, PLANTS HAVE BIGGER LEAVES
TO ABSORB SUNLIGHT.



PLANTS IN OAK WOODLAND ZONES
HAVE MEDIUM-SIZED LEAVES.



WE LIKED LEARNING ABOUT DIFFERENT HABITATS.
IT WAS INTERESTING TO FEEL THE WAXINESS OF THE
CHAPARRAL LEAVES, AND NOTICE THE DIFFERENCES IN LEAF
SHAPES



STEP 5

WE WORKED IN GROUPS TO DESIGN PLANS FOR HOW TO
RESTORE OUR HABITAT AREA. THEN WE PRESENTED OUR
PLANS TO OUR GARDEN EXPERTS: LANDSCAPE ARCHITECT
CHRIS, AND EXPLORE ECOLOGY DIRECTOR, ALEX.



WORKING WITH GARDEN EXPERTS: LANDSCAPE ARCHITECT CHRIS AND EXPLORE ECOLOGY DIRECTOR, ALEX.



SOME PLANTS ARE BETTER AT ATTRACTING WILDLIFE THAN OTHERS



WE ALSO CARED ABOUT WILDLIFE AND HABITATS. THIS STUDENT IS DRAWING A KANGAROO.

WORKING WITH OUR EXPERTS TAUGHT US...



PEOPLE NEED PATHS TO WALK THROUGH A
GARDEN.

SOME PLANTS ARE BETTER AT
ATTRACTING WILDLIFE THAN OTHERS



CHRIS AND ALEX REALLY HELPED US. THEY NOTICED WHAT WE DID WELL, AND SAW WHAT WE NEEDED TO FIX.



WE ALSO LIKED COLLABORATING AND PUTTING OUR IDEAS TOGETHER TO MAKE A NEW PLAN.

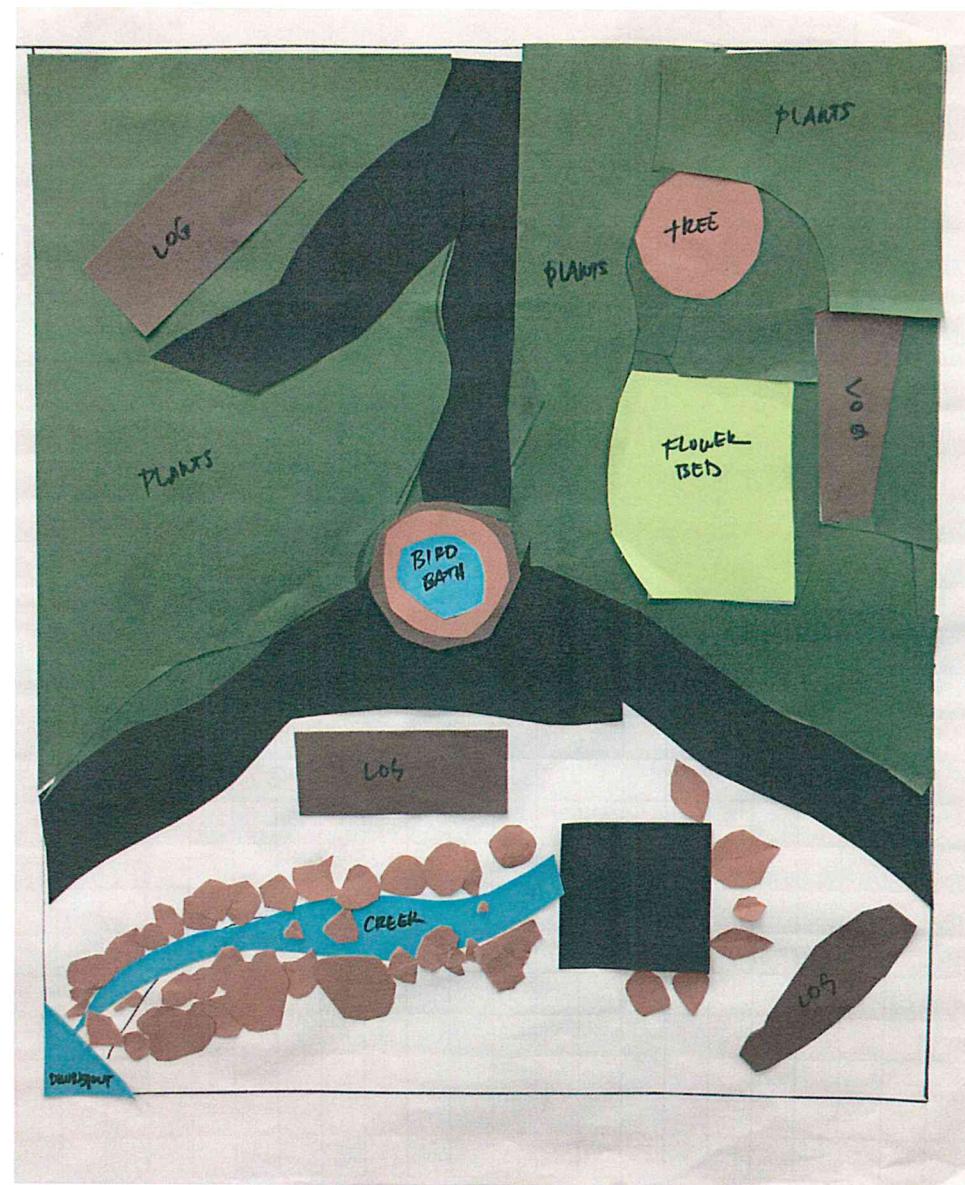
NOW WE WOULD LIKE TO SHOW YOU OUR PLANS.

WE KNOW WE WILL NEED TO RAISE A LOT OF MONEY TO BUILD THIS AREA, BUT IF YOU GIVE US PERMISSION TO FIX THIS SPACE, WE WILL WORK HARD TO HELP PAY FOR IT.

Plan 1



Plan 2





California Fuchsia



Chalk Dudleya



Lance leaved Dudleya



Giant Coreopsis



Santa Cruz Island Buckwheat



Saffron Buckwheat



Red-flowered Buckwheat



Island Snapdragon



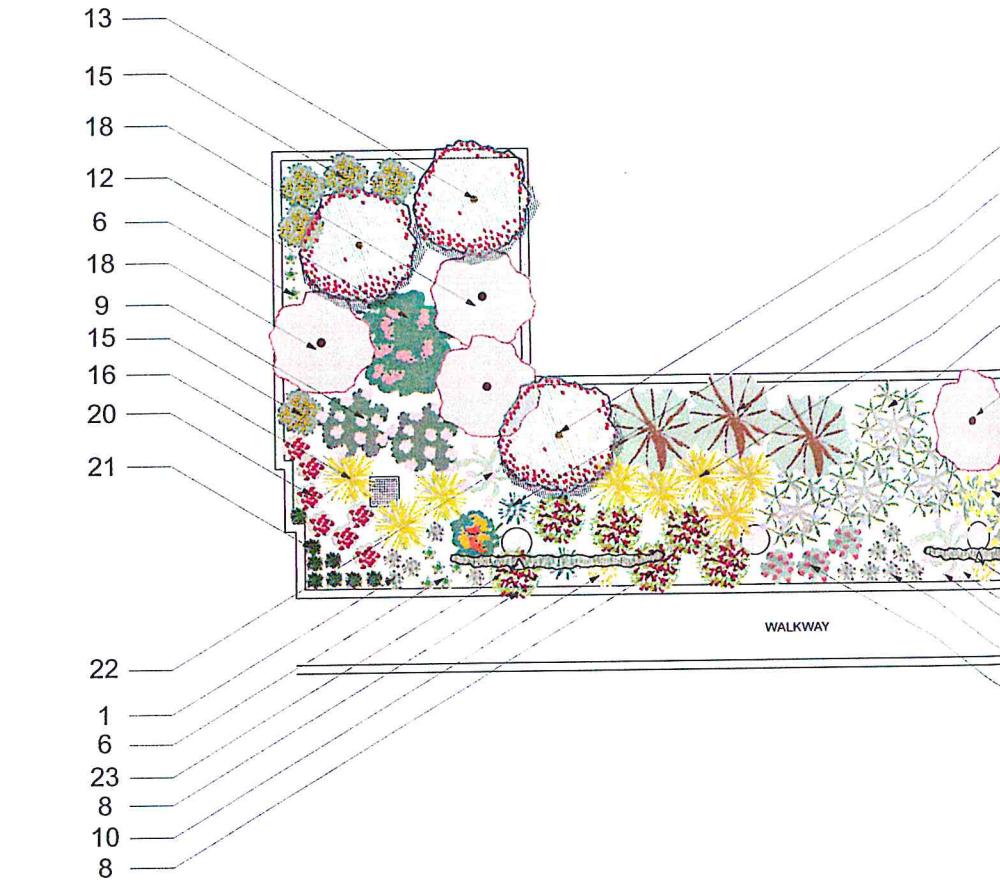
Toyon



Canyon Delight Coral Bells



Monkeyflower



Deer Grass



Foothill Penstemon



Lemonade Berry



Purple Sa...

NAT



Western Redbud

Showy Milkweed

Manzanita

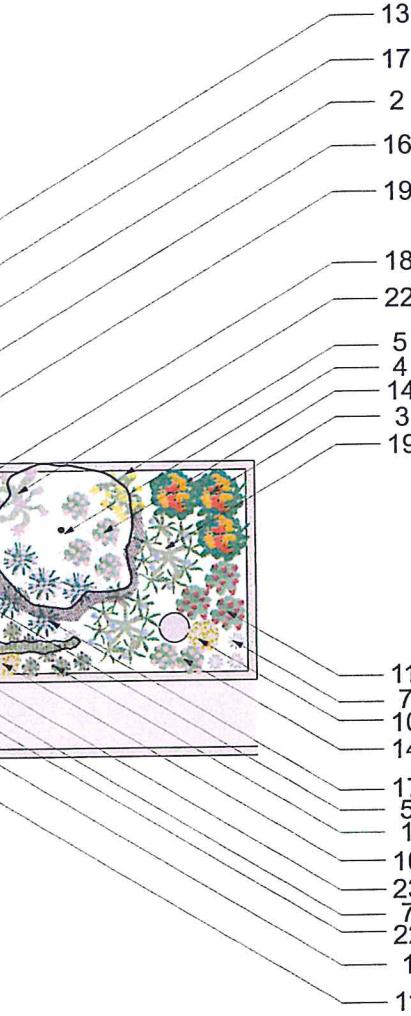
Common Yarrow



NATIVE
DEMONSTRATION
GARDEN

SHEET NAME	HOPE SCHOOL 3970 LA COLINA RD. SANTA BARBARA, CA 93110		
CLIENT ADDRESS			
PAGE	DATE		
REVISIONS			
JOB NUMBER			
DRAWN BY JM/C/G			
DATE 21 APRIL 2014			
SHEET			
L-1.0			
SHEET 1 of 1			

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PLANTING LEGEND:

#	nur.	QTY.	size	SCIENTIFIC NAME	COMMON NAME
1.	sbn	18	1G	Achillea millefolium	Common Yarrow
2.	sbn	5	SG	Arctostaphylos refugioensis	Manzanita
3.	sbn	4	1G	Asclepias speciosa	Showy Milkweed
4.	mzn	1	SG	Cercis occidentalis	Western Redbud
5.	sbn	4	1G	Coreopsis gigantea	Giant Coreopsis
6.	sbn	8	1G	Dudleya lanceolata	Lanceleaf Dudleya
7.	sbn	5	IG	Dudleya pulverulenta	Chalk Dudleya
8.	sbn	6	IG	Eriogonum cicutarium	California fuchsia
9.	sbn	2	IG	Eriogonum arborescens	Santa Cruz Island Buckwheat
10.	mzn	5	IG	Eriogonum macroatum	Saffron Buckwheat
11.	sbn	6	IG	Eriogonum grande var. rubescens	Red-flowered Buckwheat
12.	mzn	1	SG	Galium speciosissima	Island Snapdragon
13.	sbn	3	SG	Heteromeles arbutifolia	Toyon
14.	mzn	6	IG	Heuchera 'Canyon Delight'	Canyon Delight Coral Bells
15.	sbn	5	IG	Minimus	Monkeyflower
16.	sbn	8	IG	Muhlenbergia rigens	Deer Grass
17.	mzn	7	IG	Pentstemon heterophyllus	Foothill Penstemon
18.	sbn	4	SG	Rhus integrifolia	Lemonade Berry
19.	sbn	6	IG	Salvia leucophylla	Purple Sage
20.	sbn	7	IG	Salvia spathacea	Hummingbird Sage
21.	sbn	8	IG	Sisyrinchium bellum	Blue-eyed Grass
22.	sbn	3	IG	Verbena lacinia	Lilac Verbena
23.	?	2	SG	Vitis californica	California Wild Grape

sbn = Santa Barbara Natives
mzn = Manzanita Nursery

PLANTING NOTES

- (1) CONTRACTOR SHALL NOTIFY THE LANDSCAPE ARCHITECT OF SITE CONDITIONS WHICH PREVENT INSTALLATION PER PLANS AND SPECIFICATIONS.
- (2) CONTRACTOR SHALL BE LIABLE FOR REMOVING AND REINSTALLING IRRIGATION EQUIPMENT AND REPLANTING AREAS WHICH ARE NOT INSTALLED PER PLAN AND SPECIFICATIONS.
- (3) IRRIGATION SYSTEM SHALL BE INSTALLED PRIOR TO PLANT MATERIALS.
- (4) TREES AND SHRUBS SHALL BE PLANTED AFTER HARSHCRAFT CONSTRUCTION, BUT NOT BEFORE IRRIGATION COVERAGE TEST.
- (5) KEEP IRIGATION LINES CLEAR FROM TRUNKS.
- (6) CONTRACTORS SHALL TAKE SOIL SAMPLES FROM POINTS THROUGHOUT THE SITE WHERE, AND WITHIN 10 FEET OF ALL AREAS WHERE PLANTING WILL OCCUR. SOIL SAMPLES SHOULD CONTAIN AT LEAST 6-8 CORES FOR EACH SAMPLE AREA. ONE (1) CORE SHALL CONTAIN AN EQUAL AMOUNT OF SOIL FROM 0-12" DEPTH AND 12"-18".
- (7) ONE (1) QUART OF SOIL SHOULD BE PLACED IN A CLEAN BUCKET AND MIXED THOROUGHLY. APPROXIMATELY A QUART VOLUME OF THIS SOIL WILL BE REQUIRED FOR EACH SAMPLE FOR ANALYSIS PURPOSES. SAMPLES TO BE VISUALLY PRESENTED TO OWNER OR REPRESENTATIVE PRIOR TO TAKING OR SENDING IN FOR ANALYSIS. SAMPLES SHALL BE EXCAVATED WITH A COUGH HAMMER AND THEN SUBMITTED TO AN APPROVED SOIL AND PLANT LABORATORY FOR AGRICULTURAL SOIL TESTING. THE COST OF TESTING SHALL BE INCLUDED IN THE CONTRACTORS BID.
- (8) THE RECOMMENDATIONS OF THE SOIL REPORT SHALL DICTATE THE SOIL PREPARATION AND BACKFILL MIX SPECIFICATIONS. ORGANIC SOIL AMENDMENTS SHALL BE PROVIDED BY THE SOIL SOURCE. THE CONTRACTOR SHALL SUBMIT A COPY OF ALL SOIL REPORTS TO THE LANDSCAPE ARCHITECT PRIOR TO MODIFICATION OF THESE SPECIFICATIONS.
- (9) MULCH INSTALLATION: CONTRACTOR TO INSTALL MULCH IN ALL SHRUB AND GROUND COVER AREAS PER SPECIFICATIONS. UNLESS OTHERWISE INDICATED ON PLANS (3" MINIMUM REQUIRED).
- (10) CONTRACTOR IS RESPONSIBLE FOR ALL REPAIRS AND REPLACEMENT OF ANY DAMAGED BUILDING AND/OR LANDSCAPE AREA BEYOND THE LIMIT OF WORK THAT IS A DIRECT RESULT OF THE LANDSCAPE CONTRACTOR'S WORK (EX. CRACKS, ETC.).
- (11) CONTRACTOR SHALL MAINTAIN A COPY OF THE ORIGINAL PLANS.
- (12) CLEAN UP SHALL TAKE PLACE ON A DAILY BASIS UNLESS OTHERWISE APPROVED BY THE OWNER'S REPRESENTATIVE.
- (13) ALL PLANTS TO BE PLANTED IN GOPHER BASKETS. UNLESS THE PLANT IS KNOWN TO BE GOPHER RESISTANT. PLANTS IN RAISED BEDS TO BE PROTECTED BY GOPHER DARRIER AT MIN. 2" DEPTH.
- (14) VINES SHALL BE SPREAD FROM STAKES AND ATTACHED TO WALL OR FENCE WITH WHATEVER MEANS IS APPROPRIATE TO THE SPECIFIC WALL/FENCE MATERIALS. SEE DETAIL SHEET.
- (15) PLANTS SHALL BE GRADE A, FREE OF PEST AND DISEASE, AND NOT ROOTBOUND.
- (16) PLANTS SHALL BE PLACED IN FIELD PER PLAN AND THEN APPROVED BY LANDSCAPE ARCHITECT PRIOR TO PLANTING. 48 HOUR NOTICE SHALL BE PROVIDED WHENEVER POSSIBLE.
- (17) 9 MONTH SLOW-RELEASE ORGANIC FERTILIZER TABLETS SHALL BE USED AS LISTED. CITRUS ALTERNATIVE IS APPROVED BY LANDSCAPE ARCHITECT. USE A CITRUS MIX FOR CITRUS TREES.
- (18) 1 GALLON - 1 TABLET 15 GALLON - 3 TABLETS 36" BOX - 5 TABLETS
- (19) 5 GALLON - 2 TABLETS 24" BOX - 1 TABLET 18" BOX - 2 TABLETS
- (20) CERTIFIED ORGANIC AMENDMENT/COMPOST AND FERTILIZER SHALL BE ADDED TO SOIL IN PLANTING AREAS, AS REQUIRED BY MANUFACTURER OR SUPPLIER RECOMMENDATIONS. IF ADDITIONAL INFORMATION IS REQUIRED, CONTACT LANDSCAPE ARCHITECT FOR REFERENCES.
- (21) ALL TREES SHALL BE TAKED OR GUARDED ACCORDING TO DETAILS. STAKE WITH 100% MINDUM OF ONE GALLON OR SMALLER PLANTS AND GROUNDCOVERS.
- (22) 50% MINDUM OF ONE GALLON OR SMALLER PLANTS AND GROUNDCOVERS.
- (23) ADEQUATE MOCK UP MATERIAL (PREFER EMPLOYEE MISTRY CANS) FOR ALL MISSING ITEMS.
- (24) ADEQUATE LABELING OF ALL PLANTS REFERRED TO IN PLANS. SEE PLANTING GUIDE WITH MANUAL FOR PROPER INTEGRATED PEST MANAGEMENT (IPM) PRACTICES FOR NON-TOXIC PEST AND WEED CONTROL.
- (25) WHENEVER POSSIBLE DURING EXCAVATION, CONTRACTOR SHALL SAVE AND REUSE TOPSOIL. STOCKPILE ON-SITE DURING CONSTRUCTION AS NECESSARY.

'E DEMONSTRATION GARDEN

scale: 3/16"=1'-0"



Hummingbird Sage

Blue-eyed Grass

Lilac Verbena



California Wild Grape

Explore Ecology School Gardens

MANAGING OVER 30 SCHOOL GARDENS THROUGHOUT SANTA BARBARA COUNTY EACH YEAR!

FALL 2015/2016

Benefits of School Gardens

With nearly 4,000 school gardens blossoming in California alone, research shows that children who grow their own food tend to eat more fruits and vegetables, have a greater understanding of ecology, and receive higher test scores in science.

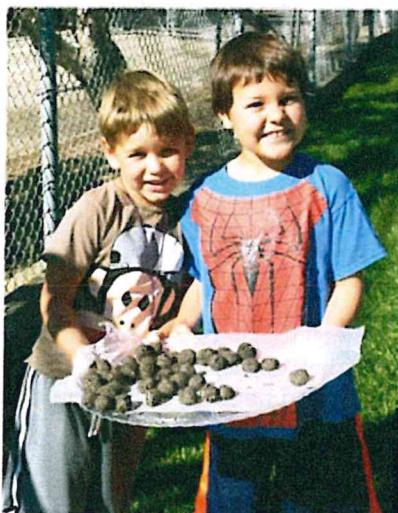
From Our Garden Educators

"All of the components of growing a garden involve problem solving, keen observation, respecting nature and the environment, and working together."

-Wendy Robins

"Students have fun with hands-on learning and don't even realize they've just achieved core academic standards."

-Bennett Rock



A Message From Our School Gardens Director

Increasingly children are spending more time indoors. Our talented team of Explore Ecology Garden Educators works closely with teachers and school administrators, providing students the opportunity for outdoor education. The Garden is a classroom, science lab, and art studio. Students learn how to plant a seed, care for it, learn how it grows, study it, experiment with it, make predictions, and then taste the fruit of their labor.

The beauty of the school garden is that it's a place on campus where students can reconnect with nature, a place where students learn and have fun! We look forward to another wonderful year in the garden with your students. -Alex Bereda

Seed Ball Recipe (8-10 Balls)

Seeds Balls are a fun and easy way to plant seeds in your garden or yard. Mix $\frac{1}{2}$ oz. native wildflower seeds and $3 \frac{1}{2}$ oz. organic potting soil together. Add $1 \frac{1}{2}$ oz. dry clay and mix again. Slowly add water while still mixing the ingredients into a well-blended paste. When you are able to form a ball of the blended material without it falling apart, you are ready to mold the mixture into small (~1 inch diameter) balls and place on a cookie sheet or tray with wax paper. Allow balls to dry in the sun for at least one day.

Have fun throwing balls at a patch of soil and watch them explode! Once it rains (or you water them), they have everything they need to grow.

Explore Ecology School Gardens

MANAGING OVER 30 SCHOOL GARDENS THROUGHOUT SANTA BARBARA COUNTY EACH YEAR!

Recipe From The Garden

Fresh Salsa

Chop the Following and Combine:

1/2 Sweet Onion

1/2 Green Pepper

1 Jalapeño

6 Tomatoes

1/4 Cup Cilantro

Add:

2 teaspoons olive oil

2 teaspoons cider vinegar

1/2 lime, juiced

Salt to taste

Enjoy!

Art From The Garden



ExploreEcology

What Will Your Child Do In The Garden This Year?



- ❖ Learn how to plant and grow in an organic garden
- ❖ Reconnect with nature during their school day
- ❖ Learn to build and maintain a backyard compost system
- ❖ Learn about new healthy foods
- ❖ Plan and execute scientific experiments, think critically and analyze data
- ❖ Eat a homegrown tomato
- ❖ Write poems & create garden inspired art
- ❖ Plan and implement a landscape design
- ❖ Find worms and watch butterflies collect nectar



Volunteer In Your School's Garden!

Volunteers are needed throughout the year to help our gardens grow!

Contact Alex@ExploreEcology.org

About Explore Ecology:

Explore Ecology is Santa Barbara County's largest environmental education and arts nonprofit. A registered 501(c)(3), we provide free environmental education to school children grades K-6. Our programs include Art From Scrap, the Watershed Resource Center, and the School Gardens Program. Explore Ecology empowers people to protect and preserve the environment and inspires them to make smart choices that shape a better future. Visit us at ExploreEcology.org

MINUTES

WEDNESDAY, MARCH 22, 2017
5:00 PM

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

ATTENDANCE / BOARD

Jennifer Miller
Gegg Peterson
Kim Ferrarin
Kathy Davidson
Leslie Kneafsey

ADMINISTRATION / STAFF

Tricia Price, Superintendent
Mary Jarvis, Interim CBO
Taiwo Madison, DFS
Jeff Chancer, Transition Facilitator
Johanna Thorpe, Teacher
Jean Gradias, Teacher
Amy Campbell, Teacher
Linda Edwards, Teacher

PUBLIC: Allison Marcillac, Julie Hayashida, Michelle Nestlerode, Diane Morgan, Clay Aurell

PRELIMINARY FUNCTIONS

1. Call to Order 5:00 PM
The meeting was called to order 5:05 PM.

2. PLEDGE OF ALLEGIANCE

President Miller led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

The Board requested to remove Item 5.E. until more information could be provided. Item 6 will be heard before Item 5.F.

It was moved by Trustee Miller, seconded by Trustee Peterson, to approve the Agenda with amendments.

Ayes: Davidson, Kneafsey, Miller, Ferrarin, Peterson; Noes: 0; Abstain 0; Absent 0;
Motion carried unanimously.

4. PUBLIC COMMENTS

The following members of the public addressed the Board regarding combining the Reading Specialist and Librarian positions:

- Michelle Nestlerode
- Julie Hayashida

5. ACTION

5.A. Approval of Donation: "Cold Spring School Sign" On Behalf Of Sixth Grade Students

Allison Marcillac gave a brief history of the sixth grade gift (in lieu of an auction item for the Cold Spring School Foundation Spring Event). There will be no cost to the district. The

"rock sign" will replace the current Cold Spring School sign. The current Cold Spring School sign will be moved to the Stoddard Lane side of campus. The Board requested this proposal be run by Montecito Architectural Board of Review.

It was moved by Trustee Peterson, seconded by Trustee Davidson, to approve the donation: "Cold Spring School Sign" on behalf of sixth grade students.

Ayes: Davidson, Kneafsey, Miller, Ferrarin, Peterson; Noes: 0; Abstain 0; Absent 0; Motion carried unanimously.

5.B. Approval of Second Grade Campus Restoration Project

Jean Gradias described the maintenance and funding for the project.

It was moved by Trustee Miller, seconded by Trustee Peterson, to approve the Second Grade Campus Restoration Project.

Ayes: Davidson, Kneafsey, Miller, Ferrarin, Peterson; Noes: 0; Abstain 0; Absent 0; Motion carried unanimously.

5.C. Approval of Fifth Grade Biosphere Project

Jean Gradias describe in detail the fifth grade Biosphere Project and partnership with Mattie Shelton. The Board asked questions about the structure materials, safety, and mobility. The Board encouraged the fifth graders to continue with their design and come back to the Board to present with more definite plans in place. The Board would like the students to keep them apprised with information as the project evolves. Board members suggested that perhaps the Building and Design Committee reconvene to look at this campus project.

5.D. Approval Prop 39 CA Clean Energy Jobs Act Contract for Mechanical Engineering Services

The Board questioned the District bid requirements. Mary Jarvis, Interim CBO, responded that the District does not need to go out for a bid for professional services (e.g. audit services or lawyers). Cold Spring School District follows bid requirements under the California Uniform Public Construction Cost Accounting Act (CUPCCAA). As a CUPCCAA district, any public works project under \$175,000 can be awarded through an informal bid procedure. Public projects of \$45,000 or less may be performed by negotiated contract or purchase order.

It was moved by Trustee Peterson, seconded by Trustee Miller, to approve the Prop 39 CA Clean Energy Jobs Act Contract for Mechanical Engineering Services

Ayes: Davidson, Kneafsey, Miller, Ferrarin, Peterson; Noes: 0; Abstain 0; Absent 0; Motion carried unanimously.

5.E. Approval of S.A.V.E. (Employee Assistant Program)

This Item was removed from the Agenda.

5.F. BUDGET, DISCUSSION, POSSIBLE ACTION

The Board commented that the district is getting closer to cutting \$200,000 from 2017-18 Budget given the most recent information and recommendations.

6. JOB STUDY PRESENTATION AND DISCUSSION: JEFF CHANCER, TRANSITION FACILITATOR

Jeff Chancer, Transition Facilitator, studied three certificated job descriptions: Technology Specialist, Library Specialist, and Reading Specialist. The study included interviews with employees. Mr. Chancer reported to the Board the results of the study. His recommendation is to combine the Librarian and Reading Specialist positions. Mr. Chancer plans to bring all three job descriptions to the Regular Board meeting on April 10th for action.

The Board directed Mr. Chancer to do a job study of Classified positions: Physical Education Specialist, Dolphin Center Director, Dolphin Center Assistant Director, Chief Business Official, and Director of Fiscal Services.

No action was taken. The Reading Specialist/Librarian and Technology Resource Specialist will be on the Action Agenda for the April 10, Regular Board meeting.

7. DISCUSSION OF RESPONSE TO WILLIAMS ACT APPEAL

Jeff Chancer addressed the Board in response to the Williams Act appeal from March 13, 2017.

8. ADJOURNMENT

It was moved by Trustee Ferrarin, seconded by Trustee Miller, to adjourn the meeting.

Ayes: Davidson, Kneafsey, Miller, Ferrarin, Peterson; Noes: 0; Abstain 0; Absent 0; Motion carried unanimously.

The meeting was adjourned at 8:10 PM.

Kimberly Ferrarin, Board Clerk

Date

ReqPay12d

Board Report

Checks Dated 03/08/2017

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-456031	03/08/2017	Mary T. Stark	01-5210	Milage workshop	103.68	
01-456032	03/08/2017	A-OK Power Equipment	01-4300	Maintenance Supplies	38.41	
01-456033	03/08/2017	Bitvision,LLC	01-5800	Peace of Mind Back-UP	548.00	
01-456034	03/08/2017	California School Boards Assoc , EXP-Invoice #4439	01-5810	ACTUARIAL REPORT PREPARATION	1,500.00	
01-456035	03/08/2017	Coastal Copy, Lp	01-4310	Copier Bill	1,613.86	
01-456036	03/08/2017	J.w. Pepper & Son, Inc.	01-4310	Now's the time Text	50.02	
01-456037	03/08/2017	JULIE AVNIT, CONSULTANT	01-5850	PROP 39 PROJECT PLAN	1,190.00	
01-456038	03/08/2017	Mission Tuxedos	01-4310	Tuxedos Rental	28.00	
01-456039	03/08/2017	Mountain Spring Water	01-5860	Drinking Water	219.30	
01-456040	03/08/2017	S.B. Home Improvement Center	01-4300	Maintenance Supplies	112.97	
01-456041	03/08/2017	SBCEO	01-7142	DIRECT SERVICE CHARGEBACK	131,416.00	
				SP ED Additional Services	1,482.12	132,898.12
01-456042	03/08/2017	SISC III	01-3401	Mar 2017 SISC III Health & Dental Benefit Plan	5,976.54	
			20-9510	Mar 2017 SISC III Health & Dental Benefit Plan	39,430.50	45,407.04
01-456043	03/08/2017	Smart & Final	63-4301	Dolphin Center Snacks	182.89	
01-456044	03/08/2017	Tyler Diehl	01-5860	Fingerprinting for Parent Chaperone	25.00	
01-456045	03/08/2017	Visa	01-4300	Visa Bill	109.87	
			01-4310	Visa Bill	211.05	
			01-4400	Visa Bill	.99	
			01-4700	Visa Bill	714.58	1,036.49
01-456046	03/08/2017	Wells Fargo Vendor Fin Serv	01-5630	Copier bridge unit & finisher	846.92	
					Total Number of Checks	16
						<u>185,800.70</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	15	146,187.31
20	Spec Resv Postempl Benefits	1	39,430.50
63	Other Enterprise Fund	1	182.89
	Total Number of Checks	16	185,800.70
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		<u>185,800.70</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
Page 1 of 1

Checks Dated 03/16/2017

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-457412	03/16/2017	Jean M. Gradias	01-4310	Steam Room supplies	496.00	
01-457413	03/16/2017	Cox Communication-Org	01-5910	Telephone/Internet	470.49	
01-457414	03/16/2017	Department Of Justice	01-5850	Fingerprint Apps	64.00	
01-457415	03/16/2017	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	Maintenance Supplies	650.14	
01-457416	03/16/2017	HANDWRITING WITHOUT TEARS	01-4310	Handwriting Curriculum	442.47	
01-457417	03/16/2017	Marborg Industries	01-5570	Waste Services	865.03	
01-457418	03/16/2017	Montecito Water District	01-5530	Water Bill	494.22	
01-457419	03/16/2017	Nasco Modesto-Aristotle Corp	01-4310	Art Supplies	160.55	
01-457420	03/16/2017	Office Depot, Inc.	01-4310	SCHOOL SUPPLIES, 2016-17	89.48	
01-457421	03/16/2017	Pitney Bowes	01-5630	Postage Meter lease	145.46	
01-457422	03/16/2017	Southern Ca Edison Company	01-5520	Electricity Bill	1,768.29	
01-457423	03/16/2017	Southern Ca Gas Company	01-5510	Gas Bill	15.78	
					Total Number of Checks	12
						<u>5,661.91</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	12	5,661.91
	Total Number of Checks	12	5,661.91
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		<u>5,661.91</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
Page 1 of 1

Checks Dated 03/22/2017 through 03/23/2017

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-458369	03/22/2017	Sara Disalvo	01-4310	Music Supplies	43.17	
01-458370	03/22/2017	Misha D. Lewis	01-4310	Battle of the Book Membership & Materials	80.00	
01-458371	03/22/2017	Rebecca E. Naranjo	01-4310	Classroom Supplies	69.96	
01-458372	03/22/2017	Amber N. O'neill	01-4310	Art Supply	157.58	
01-458373	03/22/2017	A-OK Power Equipment	01-4300	Maintenance Supplies	42.85	
01-458374	03/22/2017	A-Ok Weed & Brush	01-5850	Gopher Abatement	360.00	
01-458375	03/22/2017	Advance Electric	01-4300	install safety lights and replace bad fixtures	960.00	
01-458376	03/22/2017	Bay Alarm Company	01-5630	Monitoring Fee - Burglar Alarm	108.00	
01-458377	03/22/2017	Carpinteria Valley Lumber	01-4300	Maintenance Supplies	36.14	
01-458378	03/22/2017	Cox Communication-Org	01-5910	Telephone/Internet 027175101	836.91	
01-458379	03/22/2017	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	Maintenance Supplies	21.69	
01-458380	03/22/2017	Nick Rail Music	01-4400	INSTRUMENT REPAIRS (VIOLINS), 2016-17	6.95	
01-458381	03/22/2017	Office Depot, Inc.	01-4310	SCHOOL SUPPLIES, 2016-17	27.56	
01-458382	03/22/2017	SBCEO	01-4300	Office Supplies	40.34	
			01-5310	SBCSBA Annual Dues 2016-17	150.00	190.34
				Total Number of Checks	14	2,941.15

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	14	2,941.15
	Total Number of Checks	14	2,941.15
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		2,941.15

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
Page 1 of 1

Checks Dated 03/29/2017 through 03/30/2017

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-459290	03/29/2017	Jeffrey Chancer	01-5860	Fingerprint		25.00
01-459291	03/29/2017	Lara M. Wooten	01-4310	Classroom Supplies		67.42
01-459292	03/29/2017	Carpinteria Valley Lumber	01-4300	Maintenance Supplies		10.65
01-459293	03/29/2017	Craig Roof Company, Inc.	01-5850	Roofing Repairs		1,500.00
01-459294	03/29/2017	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	Maintenance Supplies		195.07
01-459295	03/29/2017	Liebert Cassidy Whitmore	01-5830	LEGAL FEES, 2016-17		8,398.50
01-459296	03/29/2017	Office Depot, Inc.	01-4310	SCHOOL SUPPLIES, 2016-17		133.94
01-459297	03/29/2017	Wells Fargo Vendor Fin Serv	01-5630	Copier Payment		199.34
Total Number of Checks					8	10,529.92

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	8	10,529.92
Total Number of Checks		8	10,529.92
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			10,529.92

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
Page 1 of 1

Pay01a

Payroll Summary by Org

Pay Date 03/31/2017

EARNINGS by Earnings Code		Income	Adjustments	TAXES	Employee	Employer	Total	Subject Grosses
No Gross Pay			1,158.40	Federal Withholding	21,350.83		21,350.83	187,310.63
Regular	213,467.71			State Withholding	6,325.91		6,325.91	187,310.63
				Social Security	3,380.19	3,380.19	6,760.38	54,518.87
				Medicare	2,996.38	2,996.38	5,992.76	206,649.51
				SUI		103.33	103.33	206,649.51
				Workers' Comp		2,841.46	2,841.46	206,649.51
TOTAL	213,467.71		1,158.40	SUBTOTAL	34,053.31	9,321.36	43,374.67	

EARNINGS by Group		Income	Adjustments	REDUCTIONS	Employee	Employer	Total	Subject Grosses
Base Pay	202,337.55			PERS	1,572.59	3,085.71	4,658.30	22,465.40
Miscellaneous	6,044.13		1,158.40	PERS / 62	1,098.64	2,542.98	3,641.62	18,310.63
Overtime	178.88			STRS / 60	14,689.79	18,029.01	32,718.80	143,314.93
Stipends	4,907.15			STRS / 62	572.86	782.90	1,355.76	6,223.36
				TSAs	1,405.00		1,405.00	
				Benefits	6,818.20	1,572.05	8,390.25	
TOTAL	213,467.71		1,158.40	SUBTOTAL	26,157.08	26,012.65	52,169.73	

EARNINGS		Person Type	Female Employees
Certified	22	155,292.59	19
Classified	25	58,175.12	17
TOTAL	47	213,467.71	36
			164,083.03

DEDUCTIONS		Employee	Employer	Total	Subject Grosses
Benefits			37,243.25	37,243.25	
Misc		1,378.13	120.50	1,498.63	15.05
Summer Savings		13,742.18		13,742.18	82,452.84
SUBTOTAL		15,120.31	37,363.75	52,484.06	
TOTALS		75,330.70	72,697.76	148,028.46	

Vendor Summary for Pay Date 03/31/2017

Vendor Checks	3,473.63	5
Vendor Liabilities	144,554.83	21
	148,028.46	26

Cancel/Reissue for Process Date 03/31/2017

Reissued
Cancel Checks
Void ACH

BALANCING DATA

Gross Earnings	213,467.71	138,137.01	Net Pay
District Liability	72,697.76	75,330.70	Deductions
		72,697.76	Contributions
	286,165.47	286,165.47	

NET

Direct Deposits	109,481.51	29
Checks	28,655.50	18
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	138,137.01	47

Selection Grouped by Org, Filtered by (Org = 6, Starting Pay Date = 3/31/2017, Ending Pay Date = 3/31/2017)

ESCAPE ONLINE

Page 1 of 1

DISTRICT VISA CREDIT CARD JOURNAL

JAN 28 - FEB 28, 2017

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: 6/26/17 - 6/30/17

Exact Hours of Use: 9:00am - 11:45am
each 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.

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: _____

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

Contact Name: Heather Shennum

Address: 1671 Cold Spring Rd.

City & Zip: S.B. 93108

Phone: (805) 969-0373

Email: hshennum@cox.net

Number of Participants: _____

Purpose: playing games for 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: 2/13/17

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: Shennum

Date: 2-14-17

Fee Determination: Direct-Cost Fair Rental

Total Due: \$ 275

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: AUG 22 End Date: NOV 9
Days of Week: T TH Exact Time of Day: 4-5

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

- Auditorium Classroom Playground Basketball Court Kitchen
 Library Field Baseball Field Parking Lot Bathrooms
#2 OR #3

Applicant Information

Group Name: U7 AYSO SOCCER Contact Name: Mitchell Thomas

Address: 805 CULLUM WAY City & Zip: SB 93108

Phone: 805-636-0810 Email: THOMAS@WESTMONT.EDU

Number of Participants: 10 Purpose: GIRLS SOCCER - COLD SPRING GIRLS!

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: Mitchell Thomas Print: Mitchell Thomas

Date of Application: 3/7/17

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: Price

Date: 3/21/17

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: Ap. 4 / 5 End Date: May 23 / 24
 Days of Week: Tues Exact Time of Day: Tues 2:45
Wed Wed 2:00
Tues - grades 1, 2, 3 Wed - 1, 2

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

- | | | | | |
|-------------------------------------|------------------------------------|---|---|---|
| <input type="checkbox"/> Auditorium | <input type="checkbox"/> Classroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Basketball Court | <input checked="" 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: Cold Spring Culinary Academy Contact Name: Susan Iwanaga

Address: 963 Chelham Way City & Zip: 93108 SB

Phone: 969 4499 Email: lightzon@cox.net

Number of Participants: 6 Purpose: Learn cooking skills etc

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: Susan Light Iwanaga

Print: Susan Light Iwanaga

Date of Application: 3/14/17

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: Shirice

Date: 3/21/17

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 Qtr (Sept-Dec) Deadline: July 31
- Winter Qtr (Jan-Mar) Deadline: December 1
- Spring Qtr (April-Mid June) Deadline: March 2
- Summer Qtr (Mid June-Aug) Deadline: June 4

Start Date: April 6 End Date: May 25

Days of Week: Thurs. Exact Time of Day: 3:10 pm

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: Musical Minds Contact Name: Warren Mendes

Address: P.O. Box 8477 City & Zip: Van Nuys, CA 91409

Phone: 310-592-0433 Email: mendes2000@hotmail.com

Number of Participants: 10 Purpose: After school music education program

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: Warren Mendes Print: Warren Mendes

Date of Application: 3/17/17

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: Shirin

Date: 3/21/17

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.

Recurring Event:

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

- Fall Qtr (Sept-Dec) Deadline: July 31
- Winter Qtr (Jan-Mar) Deadline: December 1
- Spring Qtr (April-Mid June) Deadline: March 2
- Summer Qtr (Mid June-Aug) Deadline: June 4

Start Date: 4/07/17 End Date: 5/26/17
 Days of Week: Fri Exact Time of Day: 3:05 - 4:05

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

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

Applicant Information

Group Name: <u>ACADEMIC CHESS</u>	Contact Name: <u>BEATRIZ ARROYO</u>
Address: <u>8300 TAMPA AVE #G</u>	City & Zip: <u>NORTHridge, 91324</u>
Phone: <u>805-450-0097 OR 818-350-1114</u>	Email: <u>SANTABARBARA@ACADEMICCHESS.NET</u>
Number of Participants: <u>8 MIN</u>	Purpose: <u>CHESS LESSONS</u>

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: Beatriz Arroyo Print: BEATRIZ ARROYO

Date of Application: 03/14/2017

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: <u>Arian</u>	Date: <u>3/21/17</u>	
Fee Determination:	<input type="checkbox"/> Direct-Cost <input type="checkbox"/> Fair Rental	Total Due: \$ <u>0</u>
Certificate of Insurance:	<input type="checkbox"/> Verified & Attached	
<input checked="" type="checkbox"/> Calendar check	<input checked="" type="checkbox"/> Maintenance Director	<input checked="" type="checkbox"/> Preliminary Approval <input type="checkbox"/> 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 Qtr (Sept-Dec) Deadline: July 31
- Winter Qtr (Jan-Mar) Deadline: December 1
- Spring Qtr (April-Mid June) Deadline: March 2
- Summer Qtr (Mid June-Aug) Deadline: June 4

Start Date: 4-5-17 End Date: _____
Days of Week: M/W Exact Time of Day:
M: 2:00 - 4:10 W: 1:45 - 3:45

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

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

Applicant Information

Group Name: After School Spanish

Contact Name: Holly Covington

Address: 1116 Westmont Rd

City & Zip: Santa Barbara, 93108

Phone: (805) 969-2427 Email: hcovington@westmont.edu

Number of Participants: max 15/class Purpose: Spanish class/enrichment

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: Holly B Covington Print: Holly Covington

Date of Application: 3-1-17

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: Ari Date: 3/9/17

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: March 25, 2017

Exact Hours of Use: 10:00 - 2:00

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: _____ End Date: _____
Days of Week: _____ Exact Time of Day: _____

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: _____

Contact Name: Jean Gradias

Address: 6114 Calefa

City & Zip: Galeta, CA 93117

Phone: 969-2618 / 448-7645

Email: jgradias@oldspringsschool.net

Number of Participants: 25

Purpose: Birthday party fundraiser

waterless
(carwash)

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 Donation to charity

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: Jean Gradias

Print: Jean Gradias

Date of Application: 3/8/17

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: J. Gradias

Date: 3/9/17

Fee Determination: Direct-Cost Fair Rental

Total Due: \$ 0

Certificate of Insurance: Verified & Attached

Calendar check

Maintenance Director

Preliminary Approval

Board Approval

COLD SPRING SCHOOL DISTRICT FUNDRAISER APPROVAL FORM

This form must be completed and submitted to the Cold Spring School Board prior to the fundraising event (BP 1230).

Staff Representative: Jean Gradias Email: jgradias@coldspringschool.net
(Must oversee event and control cash at all times) Phone: 805-969-2678

Date(s) of Project/Event: On going - online campaign
Start Day/Time: Pending board approval End Day/ Time: 90 days from start

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

Online fundraising campaign through pledgescents.com to raise money for 2nd grade garden project.

Location of Project/Event: Online

On-site

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

Fundraiser Item	Cost per item	# of items Purchased	A Total Cost of Item	Sale Price of Item	B Anticipated Income (If all items sell)	Net Anticipated Funds Raised B - A

Proceeds to benefit: 2nd grade garden project

Anticipated Net Funds Raised (taken from above chart) \$ not sure - goal \$3,000

Signature: Jean Gradias Date: 3/16/17

SUBMIT COMPLETED FORM TO THE DISTRICT OFFICE

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

Business Official Approval: _____ Date: _____

Superintendent Approval: Shrin Date: 3/17/17

Board Approval Date: _____ Approved Not Approved

**Quarterly Report
on
Williams/Valenzuela Uniform Complaints
[Education Code § 35186]**

District: _____

Name of person completing this form: _____

Title of person completing this form: _____

Please provide the date when this information will be reported publicly at the district governing board meeting:

**Quarterly report submission date
(check one):**

- April (Jan.—March)
 - July (April—June)
 - October (July—Sept.)
 - January (Oct.—Dec.)

General Subject Area	Total no. of complaints	No. of complaints resolved	No. of complaints unresolved
Textbooks and instructional materials			
Teacher vacancy or misassignment			
Facilities conditions			
<i>Valenzuela/CAHSEE intensive instruction and services</i>			
TOTALS			

Signature of district superintendent

Date

2016-17 Projected Enrollment and Staffing

Teacher	K	1st	2nd	3rd	4th	5th	6th	Total
Ishikawa	16							
Gonzales	17						33	
Carey		14					28	
Callahan		14						
Thorpe			19				19	
Neely/Perkins				22			22	
Orwig/Wooten					26		26	
Edwards						23	23	
Pierce						25	25	
								176
TOTALS	33	28	20	22	26	23	25	176
without SDC	32	27	20	22	26	23	23	172
K,1,2,3	102	by	7	is	14.5	average class size		
4,5,6	74	by	3	is	24.6	average class size		
K-6 average	176	by	10	is	17.6			

Projected 2017-18 Enrollment and Staffing

Teacher	K	1st	2nd	3rd	4th	5th	6th	Total
	20							20
		16						32
		16						
			13					27
			14					
				19				19
					22			22
						26		26
							22	22
								168
TOTALS	20	32	27	19	22	26	22	168
without SDC	20	31	26	19	22	26	22	165
K,1,2,3	98	by	6	is	16.3	average class size		
4,5,6	70	by	3	is	23.3	average class size		
K-6 average	168	by	9	is	18.6			

**SUPERINTENDENT REPORT
AGENDA ITEM 11.C.**

DATE: **APRIL 10, 2017**

TO: **BOARD OF TRUSTEES**

FROM: **TRICIA T. PRICE, SUPERINTENDENT/PRINCIPAL**

RE: **PRESENTATION ON PARENTSQUARE – CHRISTIAN
GARFIELD**

SUMMARY

Mr. Garfield, Technology Specialist, has met with representatives from ParentSquare, a communication tool used by many schools in the area. He will present to the Board the features and cost of ParentSquare implementation.

RECOMMENDATION

This item is on the agenda for information only.

**SUPERINTENDENT REPORT
AGENDA ITEM 11.D.**

DATE: **APRIL 10, 2017**

TO: **BOARD OF TRUSTEES**

FROM: **TRICIA T. PRICE, SUPERINTENDENT/PRINCIPAL**

RE: **PRESENTATION ON OPTION TO LEASE LAPTOPS- CHRISTIAN
GARFIELD**

SUMMARY

Mr. Garfield, Technology Specialist, has met with Hope School Principal Barbara LaCorte to discuss how Hope School implemented the laptop lease option.

Board members asked for lease option information for consideration at Cold Spring School.

RECOMMENDATION

This item is on the agenda for information only.

**BUSINESS AND FINANCE
AGENDA ITEM 12.A.**

DATE: April 10, 2017
TO: Board of Trustees
FROM: Mary Jarvis, Interim Chief Business Official
RE: Review and Discussion of the Preliminary 2017-18 District Budget

The Board decided at its meeting on March 22, 2017 to focus on expenditure reductions in three areas. The backup to this agenda item includes reduction information relating to possible scenarios in line with the Board goal to reduce expenditures by \$200,000 for the 2017-18 school year.

INFORMATION ONLY.

Cold Spring School District
Budget Planning 2017-18
April 10, 2017

GOAL: Expenditure Reductions of \$200,000

1. Reduce teaching positions

- a. Combine reading specialist and librarian positions

Savings: \$78,000 0.75 FTE

- b. Eliminate 0.5 FTE teacher in grade 3, replace with certificated tutor

Savings: \$25,300

2. Eliminate General Fund Contribution to Enterprise Fund - Dolphin Center

- a. Eliminate Assistant Director, replace with hourly aide

Savings: \$22,400

- b. Eliminate Assistant Director, no replacement

Savings: \$25,000

3. Reduce employee costs in Business Office

- a. Restructure Business Office with 1.0 FTE Business Manager

and 1.0 FTE Account Technician

Savings: \$54,000

**COLD SPRING SCHOOL DISTRICT
RESOLUTION NO. 2016-17/12**

**ACCEPTING THE REPORT OF INFORMATION FOR CAPITAL FACILITIES FEES FOR
THE 2014-15 AND 2015-16 FISCAL YEARS, AND FINDINGS THEREON**

WHEREAS, the Cold Spring Unified School District (“District”) has received and expended reportable capital school facilities fees paid on new commercial and industrial construction, new residential construction and other residential construction as authorized pursuant to Education Code section 17620, et. seq. and Government Code section 65995, et. seq. (“Developer Fees”); and

WHEREAS, said Developer Fees have been deposited in a separate capital facilities account (“Capital Facilities Fund”) pursuant to Government Code section 66006, subdivision (a), in a manner to avoid commingling of Developer Fees with other revenues and funds of the District, except for temporary investments; and

WHEREAS, said Developer Fees expended for the sole purpose for which they were collected; and

WHEREAS, Government Code section 66006, subdivision (b)(1), provides that the District shall, within 180 days after the last day of each fiscal year, make available to the public the following information regarding Developer Fees for the fiscal year:

- A. A brief description of the type of fee in the account or fund;
- B. The amount of the fee;
- C. The beginning and ending balance of the account or fund;
- D. The amount of the fees collected and the interest earned;
- E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with the fees;
- F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in Government Code section 66001, subdivision (a)(2), and the public improvement remains incomplete;
- G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan; and
- H. The amounts of refund made pursuant to Government Code section 66001, subdivision (f); and

WHEREAS, Government Code section 66001, subdivision (d), provides that for the fifth fiscal year following the first deposit into the account or fund of Developer Fees, and every five years thereafter, the District shall make all of the following findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted:

- A. Identify the purpose to which the fee is to be put;
- B. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged;
- C. Identify all sources and amounts of funding anticipated to complete financing in incomplete improvements identified in Government Code section 66001, subdivision (a)(2); and
- D. Designate the approximate dates on which the funding referred to in Government code section 66001, subdivision (d)(1) (C), is excepted to be deposited into the appropriate account or fund; and

WHEREAS, pursuant to Government Code section 66001, subdivision (e), except as otherwise provided by law, when sufficient funds have been collected, as determined pursuant to Government Code section 66006, subdivision (b)(1)(F), to complete financing on an incomplete public improvement identified in Government Code section 66001, subdivision (a)(2), and the public improvements remain incomplete, the District must identify, within 180 days of the determination that sufficient funds have been collected, an appropriate date by which the construction of the public improvements will be commenced, or must refund to the then current record owner or owners of the lots or units, as identified on the last equalized assessment role, of the development project or projects on a prorated basis, the unexpended portion of the fee, and any interest accrued thereon; and

WHEREAS, pursuant to Government Code section 66001, subdivision (d), those findings required by that section must be made in connection with the public information required by Government Code section 66006, subdivision (b); and

WHEREAS, pursuant to Government Code section 66006, subdivision (b)(2) provides that the District must review the information made available to the public pursuant to Section 66006 at a regularly scheduled public meeting occurring not less than 15 days after the information is made public; and

WHEREAS, that information required by Government Code sections 66001 and 66006, including but not limited to a report entitled the Developer Fee Report (“Public Report”), was made available to the public on or before March 24, 2017, more than 15 days prior to the regularly scheduled public meeting held on April 10, 2017 before the Governing Board of the Cold Spring Unified School District (“Board”); and

WHEREAS, notice of the availability of the Public Report was provided on or before March 24, 2017 to the extent required by Government Code section 66006, subdivision (b)(2); and

WHEREAS, the Public Report was presented to the Board at its duly noticed public meeting of April 10, 2017.

NOW, THEREFORE, BE IT RESOLVED that the Board of the Cold Spring Unified School District receives, incorporates by reference, approves and adopts the Public Report;

AND BE IT FURTHER RESOLVED that the Board makes the following findings:

1. That the above recitals are true and correct.
2. That, pursuant to Government Code section 66001, subdivision (d) and Government Code section 66006, subdivisions (b)(1) and (b)(2), the District has made available to the public and to the Board the requisite information and proposed findings concerning Developer Fees received, deposited, invested and expended by the District.
3. That the Board at its regularly scheduled public meeting of January 13, 2014, has publicly reviewed the following information as contained in the Public Report pursuant to Government Code section 66006, subdivision (b)(1), as required by Government Code section 66006, subdivision (b)(2):
 - A. A brief description of the type of fee in the account or fund;
 - B. The amount of the fee;
 - C. The beginning and ending balance of the account or fund;
 - D. The amount of the fees collected and the interest earned;
 - E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with the fees;
 - F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in Government Code section 66001, subdivision (a)(2), and the public improvement remains incomplete;
 - G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan; and
 - H. The amount of refunds made pursuant to Government Code section 66001, subdivision (e), and any allocations pursuant to Government Code section 66001, subdivision (f).
4. That the findings set forth in the Public Report as provided by Government Code section 66001, subdivision (d), regarding the following subjects are hereby adopted by the Board:
 - A. Identify the purpose to which the fee is to be put;
 - B. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged;

- C. Identify all sources and amounts of funding anticipated to complete financing in incomplete improvements identified in Government Code 66001, subdivision (a)(2); and
 - D. Designate the approximate dates on which the funding referred to in Government Code section 66001, subdivision (d)(1)(C), is expected to be deposited into the appropriate account or fund.
- 5. That all Developer Fees have been received, deposited, invested and expended in compliance with all applicable laws, including but not limited to Education Code section 17620, et. seq., Government Code section 65995, et. seq. and Government Code section 66000, et. seq.
 - 6. That no refunds or allocations of Developer Fees are required pursuant to Government Code section 66001, subdivision (e).
 - 7. That the District is in compliance with the requirements of Government Code sections 66001 and 66006.

APPROVED, PASSEDandADOPTED by the Board of the Cold Spring Unified School District this 10th day of April, by the following vote:

AYES:

NAYS:

ABSENT:

**COLD SPRING UNIFIED SCHOOL DISTRICT
DEVELOPER FEE REPORT
For the Period Ended June 30, 2016**

Information required by Government Code section 66006, subdivision (b) (1), regarding Developer Fees for the 2014-2015 and 2015-16 Fiscal Years:

- (A) Description of the type of fee in the fund:** On July 14, 2014 the Board adopted Resolution Number 2014/15-1 which established school Facility Fees as authorized by Education Code Section 17620 and Government Code Section 65995. A justification study was completed to document the district's need for the fee. The District charges no more than the maximum allowable Level 1 fee as approved by the State Allocation Board.
- (B) The Amount of the fee:** The Level 1 fee as of July 15, 2014 is \$3.36 per square foot for residential construction including additions which exceed 500 square feet and \$0.54 per square foot for commercial construction and senior housing. Per an agreement with the Santa Barbara Unified School District, the District's share of the fees is applied to 50% of the square footage for the new construction and Santa Barbara Unified School District collects fees on the other 50%. The District's needs justify the collection of the fees.
- (C) The beginning and ending amount of the Fund:** Beginning balance 7/1/2014 \$147,005. Ending balance 6/30/2016 \$210,362.

(D) The amount of the fees collected and the interest earned:

	2014-15	2015-16
Developer fees collected	\$10,685.54	\$27,343.01
Mitigation fees collected	\$28,051.48	\$21,297.36
Interest earned	\$573.74	\$852.23

(E) Identification of each public improvement on which fees were expended including the total percentage of the cost of the public improvement that was funded with the fee: In fiscal year 2014-15, \$12,863.58 was spent on play field restoration and \$733 was spent to prepare the developer fee justification study and publish notice in the local newspaper. In 2015-16, \$11,850.13 was spent on restoration of asphalt surfaces. The expenditures for both years are in accordance with the Board adopted fee resolution 2014/15-1.

(F) Date of beginning of construction of public improvement: In fiscal year 2014-15 work on the play fields was begun and completed in October 2014. In 2015-16, work was begun and completed in July 2015.

(G) Description of each interfund transfer: No interfund transfers were posted in either 2014-15 or 2015-16.

(H) Refunds pursuant to subdivision (e) of section 66001: There were no refunds requested or processed.

Information required by Government Code section 66001, subdivision (d) regarding the portion of the fund remaining unexpended:

- (A) Purpose to which the fee is to be put:** The Board of Trustees will determine through future action the use of the remaining fund balance in providing legally appropriate public improvement projects. There has been some discussion during regular board meetings of various potential projects.
- (B) Demonstrate a reasonable relationship between the fee and the purpose for which it is charged:** That relationship was established in the justification study and is determined by the County when the fees are assessed.
- (C) Sources and amounts of funding anticipated to complete financing in incomplete improvements identified in Government Code section 66001, subdivision (a)(2):** There are currently no incomplete public improvement projects.
- (D) The approximate dates on which the funding referred to in Government Code section 66001, subdivision (d)(1)(C) is expected to be deposited into the appropriate fund:** There is currently no identified funding to be deposited.

**ACTION
AGENDA ITEM 13.A.**

DATE: **APRIL 10, 2017**

TO: **BOARD OF TRUSTEES**

FROM: **TRICIA PRICE, SUPERINTENDENT/PRINCIPAL**

RE: **APPROVAL OF THE 2015-2016 SCHOOL ACCOUNTABILITY REPORT CARD (SARC)**

SUMMARY

Each California public school is required to prepare a school accountability report card each year that follows the current requirements under state law. School Innovations & Advocacy used to prepare the school's SARC each year, but we have now contracted with Document Tracking Services to provide both our SARC and our LCAP templates at a reduced rate.

Included in the Board's packet is this year's SARC for the Board's approval. The SARCs are prepared using data from the previous school year, and therefore identified by the year of the data. Thus, this SARC is for 2015-16, and some elements include data from the current year.

The Board-approved SARC will be posted on the District website.

RECOMMENDATION

I recommend that the Board of Trustees approve the 2015-16 SARC.



Cold Spring Elementary School

2243 Sycamore Canyon Road • Santa Barbara, CA 93108 • 805.969.2678 • Grades K-6
Tricia Price, Principal
tprice@coldspringschool.net

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Cold Spring Elementary School District

2243 Sycamore Canyon Road
Santa Barbara
(805) 969-2678
<http://www.coldspringschool.net/>

District Governing Board

Bryan Goligoski
Michael Wasserman
Jennifer Miller
Kim Ferrarin
Gregg Peterson

District Administration

Tricia Price
Superintendent
Mary Stark
Chief Business Official
Taiwo Madison
Director of Fiscal Services
Coral Godlis
Executive Assistant to the Superintendent / Human Resources

Principal's Message

Cold Spring is a K-6 public elementary school embarking on its 126th year of providing high quality education to young people. Our enrollment this year is approximately 160 children. The school provides a comprehensive approach to elementary education that prepares our young people for success throughout their educational career, and helps them become active participants in our community. The key to this approach lies in our low student-to-teacher ratios (the K-6 class size average is 15), which gives personal attention to each student by a dedicated and talented faculty, coupled with strong support from parents and community members alike. The caliber of education provided by our staff of highly skilled and enthusiastic teachers gives our students strength, understanding, and compassion — values that will benefit our country and future generations.

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

Equally impressive is the school's support of the visual and performing arts programs as well as specialists' programs in physical education and technology. Cold Spring School students experience a broad array of learning activities in all of these areas. The school has a 1:1 laptop computer program in grades 2-6 and began implementing an iPad Pilot Program in grades K-1 in 2012-13. We will continue to refine curriculum, instruction, and technology in the 2016-17 school year as we fully implement the California Common Core Standards, the Next Generation Science Standards, and build our Science, Technology Engineering, Arts, and Math (STEAM) program.

In spring 2010, Cold Spring School was recognized by the California Department of Education as a California Distinguished School; in 2012, Cold Spring School achieved the highest Academic Performance Index (API) in Santa Barbara County. Cold Spring School was again recognized as a California Distinguished School in 2012, and in 2016 was honored as a Gold Ribbon School.

Cold Spring Mission Statement

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

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

History of Cold Spring School

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

About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	25
Grade 1	19
Grade 2	21
Grade 3	24
Grade 4	20
Grade 5	26
Grade 6	21
Total Enrollment	156

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0
Asian	4
Filipino	0
Hispanic or Latino	7.3
Native Hawaiian or Pacific Islander	0
White	84.1
Two or More Races	2.6
Socioeconomically Disadvantaged	1.3
English Learners	2
Students with Disabilities	1.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Cold Spring Elementary School	14-15	15-16	16-17
With Full Credential	17	16	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Cold Spring Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	15
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cold Spring Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects		
Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

Each pupil has access to their own copy of the Standards-aligned textbooks (approved by State Board of Education) and instructional materials for use in the classroom and to take home. Some supplemental materials used in language arts are not State adopted but still support the State Standards. These materials include a handwriting program (K-6) and Word Work program (K-6). Supplemental materials to address Common Core Standards are also being purchased as needs are assessed (Bridges and CPM for math; Lucy Calkins Reading and Writing Units of Study for ELA).

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted in 2009-10 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Harcourt and Pearson Adopted in 2009-10 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman Adopted in 2007-08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton-Mifflin Adopted in 2006-07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

The District's maintenance director and three part-time custodians provide custodial coverage from early in the morning until late at night on all weekdays. This unit ensures the classrooms, restrooms, and campus grounds are clean and safe. A routine maintenance program is administered to keep facilities maintained and kept in repair. Student safety and campus security is maintained by the school staff that monitors the playground before and after school, and at all recesses. All visitors must sign-in at the office, and students check-in and check-out through the office. In the summers of 2008 and 2009, the school's playfields were renovated with funds donated by the Cold Spring School Foundation. In 2008, the roof and skylights on the primary classroom building were repaired and renovated through a parent donation. The voters of the District approved a \$2.44 million bond measure, Measure C, in November 2008 that supported a modernization project of the older classrooms and restrooms. The project was completed in winter 2011.

Plans were made for additional renovation projects using the remaining Measure C funds. These plans included the replacement of the existing play structure, which had deteriorated wood components. This structure was replaced in summer 2011 and includes a new soft surface. Also upgraded was landscaping in the front of the school and the asphalt was slurred and re-striped. In the winter of 2011-12, the administrative office and kitchen received new carpet, and the art room added a sink and new flooring. In summer 2012, the remaining two portables were re-carpeted. In Fall, 2015, the art room portable was inspected for structural soundness and air quality. The District plans to move forward with recommended repairs or to move the art room into a permanent structure.

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some gopher issues. Ongoing issue, resolved as needed. Playground asphalt slurred and re-striped in the summer, 2015
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Subject	CAASPP Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	80	95	88	80	95	88	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6		5 of 6
	6 of 6	5 of 6	4 of 6
5	4.2	8.3	87.5

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	81	88	81	88	44	48
Math	80	76	80	76	34	36

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

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

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

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	23	23	100.0	82.6
	4	20	19	95.0	84.2
	5	24	24	100.0	95.8
	6	20	20	100.0	90.0
Male	3	10	10	100.0	90.0

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	13	13	100.0	76.9
	5	17	17	100.0	94.1
	6	11	11	100.0	100.0
White	3	22	20	90.9	85.0
	4	17	17	100.0	88.2
	5	18	18	100.0	94.4
	6	20	20	100.0	90.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	23	23	100.0	87.0
	4	20	19	95.0	79.0
	5	24	24	100.0	66.7
	6	20	19	95.0	73.7
Male	3	10	10	100.0	100.0
Female	3	13	13	100.0	76.9
	5	17	17	100.0	58.8
	6	11	10	90.9	70.0
White	3	22	20	90.9	95.0
	4	17	17	100.0	76.5
	5	18	18	100.0	66.7
	6	20	19	95.0	73.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents play an integral role in every aspect of the school program. Parents volunteer to assist in the classrooms, organize class activities, and support the teachers. At the school level, parents have numerous ways to be involved and support learning. The Parent Club actively supports the school community by sponsoring social events, welcoming new families, and raising funds to provide playground equipment and classroom learning materials. In addition, the Parent Club coordinates after-school enrichment programs, a noontime art center, and many other programs that benefit our students. The School Site Council (SSC) — comprised of parents and staff — meets monthly to monitor and recommend improvement for the school's academic program. The SSC also serves as the District's Local Control and Accountability (LCAP) Advisory Board. The Safe Routes to School Committee promotes a safer neighborhood for the students and their families to walk and ride bikes to school, and schedules numerous safety programs (bike rodeo, assemblies) for the students. The Cold Spring School Foundation, a 501.c.3 nonprofit organization, donates approximately \$150,000 per year in support of specialists' programs in art, library, music, physical education, and technology. For more information on how to become involved at the school, contact Parent Club President Dorothy Poley at (805) 969-2678.

State Priority: School Climate

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

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

School Safety Plan

The SSC reviews and updates the Comprehensive School Safety Plan on an annual basis. The School Safety Plan provides policies, rules, and procedures for all aspects of maintaining a safe school for students and adults. The plan includes disaster and emergency procedures for earthquakes, fire, bomb threats, intruders, wildfires, floods, and toxic spills. Monthly fire drills and earthquake drills are held. An annual earthquake simulation drill is held in conjunction with other local schools and public agencies. School staff members are trained in CPR and first aid. The Comprehensive School Safety Plan is available in the school office. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.75
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist	1.00
Other	1.35
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	15	16	16	1	1	1						
1	21	19	19		1	1	1					
2	13	12	12	2	2	2						
3	12	23	23	2					1	1		
4	22	13	13		2	2	1					
5	15	12	12	2	2	2						
6	20	16	16	1	2	2						

Professional Development provided for Teachers

The major areas of focus for staff development at Cold Spring School the past several years have been differentiated instruction, technology, science, math, reading and writing. In 2011-12 teaching staff focused on physical fitness and student wellness, and implemented Visible Thinking Routines in the classroom. These Thinking Routines emphasize the importance of the students' own ideas and questions and draw all students into collaborative discussions. Another major area of focus has been transitioning into implementation of the California Common Core Standards. There was an increased focus on the Common Core Standards in the 2012-13 school year, with staff receiving training in Common Core math standards and practices as well as ELA. This focus has continued through 2014-15, and in 2015-16 professional development included the Next Generation Science Standards in addition to Common Core math and ELA. Some teachers participated in professional development targeting Project-Based Learning. Teachers received their training through after school Professional Learning Communities and team meetings, conference attendance and visiting trainers. Grade level and upper and lower team meetings support implementation, as well as peer coaching and collaboration.

Weekly early dismissal days on Wednesdays provide the staff with additional ongoing time for collaboration and professional development. The District supports staff attendance at conferences and workshops that provide training related to the District's curriculum goals. For the previous three school years, we had three days each year dedicated to staff and professional development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,532	\$41,085
Mid-Range Teacher Salary	\$78,396	\$59,415
Highest Teacher Salary	\$100,623	\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$145,000	\$116,069
Percent of District Budget		
Teacher Salaries	33%	33%
Administrative Salaries	8%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$17,450	\$900	\$16,550	\$68,500
District	♦	♦	\$16,550	
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			209.5	15.7

* Cells with ♦ do not require data.

Types of Services Funded

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

DataQuest

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

Internet Access

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

Cold Spring School District Certificated Job Description

Job Title

Reading and Library Specialist - 1.0 FTE (Approximately 75% Reading Specialist and 25% Library Specialist)

General Description:

Under the direction of the Principal, provides 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 to the students, in a variety of ways that address the students' particular learning needs. Plans, coordinates and provides library media services and performs a variety of technical and clerical duties related to the acquisition, circulation and recovery of library books, textbooks, equipment, and other instructional and/or media materials.

Qualifications for Reading Specialist:

- Valid California Elementary School Teaching Credential, CLAD certificated.
- Experience and ability to work with elementary students, staff, and parents.
- At least one-year experience teaching reading in elementary school.
- Demonstrates a commitment to ongoing learning and professional development.
- Demonstrates patience and creativity teaching students with varying learning styles.
- Demonstrates strong communication/collaborative skills with staff and parents.
- Demonstrates empathetic understanding of students who need to know that they will succeed.

Qualifications for Library Specialist:

- Valid California Elementary School Teaching Credential, CLAD certificated.
- Experience and ability to work with elementary students, staff, and parents.
- Knowledge of children's literature – print and electronic.
- Knowledge of informational literacy skills for each grade level K-6.
- Knowledge of the function and use of all technology as it relates to management of the library and student instruction.
- Knowledge of the procedures for ordering library books, supplies, and equipment.
- Knowledge of the variety of grade level teaching principles: motivation, grade level academic expectations, and behavioral expectations for students at each grade level (K-6).
- Knowledge of sources for evaluation of books – print and electronic – including reviews and announcements of newly published materials in order to facilitate the

continued and ongoing development of the library collection. (Horn Book, Kirkus Reviews, School Library Journal, NYT Book Reviews, Common Sense Media).

- Knowledge of the criteria for collection development including proportion of fiction to non-fiction, keeping collection current, and basis for and procedures for removing outdated materials.

Essential Duties and Responsibilities – Reading Specialist: (including but not limited to)

- Screen students referred by teachers for remedial reading instruction.
- In cooperation with teachers identify students to receive services.
- Provides diagnostic, prescriptive and evaluative services for identified students.
- Conducts periodic evaluations of students to inform both teachers and parents.
- Meets with teachers to communicate needs / learning styles of incoming students.
- Trains teachers / aides in skills requested: syllabication, fluency programs, Project Read tools, etc.
- Coordinates the installation of Read Naturally fluency software with the Technology Resource Specialist Instructor.
- Communicates the progress of identified students to teachers on a regular basis.
- Attends SST and IEP Meetings for identified students.
- Attends student conferences when requested.
- Facilitates the cooperation between teachers and parents regarding reading at home.
- Fulfills all the duties and responsibilities of being the District's CELDT Coordinator.
- Attends the yearly Santa Barbara County CELDT training.

Essential Duties and Responsibilities – Library Specialist: (including but not limited to)

- Teach language arts standards as they relate to library materials and curriculum.
- Teach informational literacy standards to students in grades K-6 by finding, evaluating, and using appropriately online resources and information.
- Manage a variety of responsibilities connected with the management and operation of the Library including the selection and processing of materials, technology, and equipment.
- Maintain professional and cooperative relationships with students, staff, and parents and the community.
- Manage appropriately a book challenge by a parent, student, or community member.
- Collaborate with teachers in providing materials for instructional units.
- Deal effectively with the classroom behavioral management and instructional grade level differences of children in grades K-6.

- Share enthusiasm for books and learning and be able to recommend age and interest level appropriate books to students.
- Prepare materials using presentation applications or software for use with presentation systems. (iPad, laptop, Apple TV, flat screen TV).

Board Approved: October 2014

Board Approved:

DRAFT

Cold Spring School District Certificated Job Description

Job Title

Technology Resource Specialist – 1.0 FTE

General Description:

Under the direction of the Principal, the Technology Resource Specialist provides lessons to students in Grades K-6 that support the school's curriculum objectives in technology and the content areas; supports the maintenance of technology infrastructure for the District; manages the technology budget and replacement plan for hardware and software.

Qualifications:

- Valid California Elementary School Teaching Credential, CLAD Preferred
- Experience and ability to work with elementary students, staff, and parents.
- Experience with educational software programs.
- Experience with network management systems.
- Knowledge of the operating systems and support hardware including digital video technology.
- Ability to develop and implement sequential instructional activities that develop computer literacy and support the school's instructional programs in language arts, mathematics, science, and social science/history.
- Comprehensive knowledge of hardware configuration, troubleshooting, and repair. In-depth knowledge of network management. Experience to install and configure routers, switches, hubs, network operating systems, and TCP/IP protocols.
- Experience in the design, maintenance, and troubleshooting of the district's voice, data and video network.

Essential Duties and Responsibilities: (including but not limited to)

- Provides lessons to students in kindergarten to sixth grade that support the school's curriculum objectives in technology and the content areas.
- Works with classroom teachers to provide a comprehensive curriculum for the computer lab and the classrooms that uses technology to support the school's instructional program and State Content Standards.
- Provides staff development and training for teachers to develop and implement their own technology-integrated instruction.
- Provides staff development to all District staff on the use of technology.
- Provides parent and community development (two to three times a year) on technology and its safe use.
- Leads the school's Technology Committee in developing and regularly updating a visionary Technology Education Plan for the District.

- Maintains and troubleshoots the school's computers and related equipment in the lab, the classrooms, the library, the auditorium, and the school office.
- Maintains the District web page and email system.
- Designs and implements Internet/Intranet connectivity throughout the district.
- Diagnoses and operates SMTP mail and POP management protocols.
- Procures repair services for the District's instructional and administrative computers and peripheral equipment.
- Maintains all printers at the school including networking the printers.
- Maintains all computers and iPads at the school including software updates and troubleshooting computer problems.
- Supports all teachers and staff with computer issues.
- Maintains all projectors and Apple TVs in each classroom.
- Maintains all District technology related licenses.
- Evaluates technology activities and their effectiveness to meeting District Goals and Objectives.

Teaching Duties:

The Technology Resource Specialist provides lessons to each class at least once per week to teach students computer skills. All students in grades 2-6 have their own laptops that are used throughout the instructional day as well as during Technology class. Students in grades K-1 use a combination of iPads and MacBook computers. A combination of software programs and online resources is used to help students develop and master their basic skills, in such areas as reading comprehension, grammar, math, spelling, and punctuation. The Technology Resource Specialist works in conjunction with primary and upper grade teachers to design appropriate technology enhanced projects for each grade level. Students are taught how to use the various applications on their computers (including Pages, Keynote, Microsoft Word, iMovie, Photoshop) and learn how to perform effective searches when using the internet. Additionally, the Technology Resource Specialist teaches students the skills necessary to use computers to access timelines, historical data, images, graphs, scientific findings, art, pop culture, current events, and music that make their projects come to life. Students also learn how to use computers to share files, work on group assignments, and distribute knowledge quickly and more efficiently. The ethical use of technology is stressed at all grade levels.

Board Approved: 2015

Board Approved:

**ACTION
AGENDA ITEM 13.C.**

DATE: APRIL 10, 2017

TO: BOARD OF TRUSTEES

FROM: TRICIA PRICE, SUPERINTENDENT/PRINCIPAL

**RE: Review and Approval of Placing Items on the Governing Board
Agenda Protocol (protocol, instructions, and form) and Board
Office Hours Protocol**

SUMMARY

This item was on the March agenda for review. It is being brought to the Board a second time as an action item.

RECOMMENDATION

I recommend that the Board of Trustees approve the "Placing Items on the Governing Board Agenda Protocol" (protocol, instructions, and form) and "Board Office Hours Protocol".

DRAFT

Cold Spring School District Governing Board

Board Protocol: Placing Items on the Governing Board Agenda

Adopted by the Governing Board _____

Purpose of Protocol

- To permit the Governing Board to legally conduct its business . . .

[. . . in accordance with CSBA governance standards concerning the proper role of the Board.]

(suggestion: that the CSS Board adopt the CSBA's Professional Governance Standards).

- To ensure the legal right of members of the public to place matters directly related to school business on the Board agenda.
- To establish procedures and timelines for submitting agenda items.

Protocol

Process and Timeline

For members of the public:

Members of the public are encouraged to first bring their item/issue to the attention of the Board during the *Public Comments* section of a regular board meeting.

Members of the public shall submit a request, in writing, to place an item on a board meeting agenda to the Superintendent/Principal. Requests must be received **at least ten (10) business days in advance** of a regularly scheduled board meeting to be considered for inclusion in that meeting's agenda; however, scheduling the item is at the discretion of the Governing Board President and the Superintendent/Principal and there is no assurance that the item will be placed on any particular meeting's agenda. Items (and supporting documentation) submitted less than ten (10) business days before the regularly scheduled board meeting time may be postponed to a later meeting in order to allow sufficient time for consideration and research of the item.

The request shall include the name and contact information of the requester, a description of the item/issue in sufficient detail (including any supporting documentation) so that District Staff and the public can understand the topic, the remedy sought, the implications and/or financial

impact of the remedy sought, and if anyone else in addition to the requester intends to attend the meeting in person and speak on behalf of the item/issue.

Governing Board Agenda Item Request Instructions and Forms are available in the District Office and on the District's website. Anonymous requests will not be considered.

Although the public may ask that any school related matter be put on the agenda, the Board can solely determine whether the item is appropriate to the role of the Board, and may decide to refer the item to District Staff.

For District Staff members:

District staff may propose items that need to be addressed by the Board. They shall submit these requests (including any supporting documentation) to the Superintendent/Principal at least ten (10) business days in advance of a regularly scheduled board meeting to be considered for inclusion in that meeting's agenda. Items submitted less than ten (10) business days before the regularly scheduled board meeting time may be postponed to a later meeting in order to allow sufficient time for consideration and research of the item.

For the Board:

Board members may request that items be included in future board meetings during . . .

[. . . the "Future Agenda Items" section of a board meeting. (suggestion: that the CSS Board add this item to all future (regular) meeting agendas]

Board members may also submit requests for agenda items to the Board President or the Superintendent/Principal in writing or via email. Board member requests must be received at least ten (10) business days in advance of a regularly scheduled board meeting to be considered for inclusion in that meeting's agenda.

Process for preparing board agendas:

The Board President and the Superintendent/Principal will meet prior to the legally required agenda posting date and will work together to consider items and develop the agenda for each regular and special meeting. They will consider requests from the public, District Staff, and the Board, as well as any other items they determine should be brought to the Board for information, discussion, or action. The Board President and the Superintendent/Principal may defer any item to a future meeting at their discretion. Each agenda shall reflect the District's vision and goals, and the Board's focus on student learning.

The Board President and the Superintendent/Principal shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. If, in the judgment of the Board President and the Superintendent/Principal, the item is a request for information or the issue is covered by an existing policy or administrative regulation, the item may then be addressed and resolved administratively rather than placed on an agenda.

The Board President and the Superintendent/Principal will determine whether an item should be addressed in a regular meeting, a special session (either closed or open), or a Board Workshop.

Further, they will determine the nature of the item: whether it should be an action item subject to a Board vote, an information or discussion item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.

[February 2017]

DRAFT

Cold Spring School District Governing Board Agenda Item Request Form

Name: _____

Address: _____

Home Phone: _____ Cell Phone: _____

Email: _____

Detailed Description of Item/Issue:

Remedy Sought:

Implications and/or Financial Impact of Remedy Sought:

Date of meeting for which the request is being made: _____

Please name anyone else who will be speaking on behalf of this Item/Issue in addition to the person named above.

Documents Attached (if any):

For District Office Use:

Approved for Agenda _____ Meeting Date _____

Open Session Item _____ Closed Session Item _____

Denied _____ Reason(s): _____

Signature: _____ Date: _____

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Cold Spring School District Governing Board Agenda Item Request Instructions

Any member of the public may request to have an item placed on a regular Governing Board meeting agenda. Please see the *Placing Items on the Governing Board Agenda Protocol* (available at the District Office and on the District's website) for more detailed information.

1. The item/issue must be within the jurisdiction of the Governing Board.
2. If your requested item is a complaint or a concern, you must demonstrate, in detail and in writing, that you have followed the District's complaint protocol in an attempt to resolve your complaint/concern prior to bringing it to the attention of the Board. (*The Cold Spring School District Complaint Procedures Protocol* is available at the District Office and on the District's website).
3. The request must be in writing on the form provided, with supporting documentation attached and the form filled out in full.

Incomplete submissions will not be accepted.
Anonymous requests will not be considered.

4. Submit the completed form, with supporting documentation attached, to the Superintendent/Principal **at least ten (10) business days in advance** of a regularly scheduled board meeting to be considered for inclusion in that meeting's agenda.
5. It is expected that, if you request an item/issue be placed on a Governing Board meeting agenda, you will attend the meeting to speak on behalf of your item/issue.
6. The Governing Board President and the Superintendent/Principal will determine if, and when, your requested item/issue will be placed on a Board meeting agenda, and you will be notified of the decision.

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Cold Spring School District Governing Board

Board Protocol: Board Office Hours

Adopted by the Governing Board _____

Introduction

The Governing Board recognizes the value of promoting the accessibility of Board members to the public. We believe that implementing regular, open-door meetings with community members will contribute to a climate of trust as well as respectful, constructive communication. The Brown Act limits to two the number of Board members who can be present for such open-door meetings. Further, no Board actions will be taken nor decisions made during these meetings.

Purpose of Protocol

- To allow Governing Board members to engage with the community in a setting outside that of a Board meeting.
- To facilitate the respectful, constructive communication of community input regarding the District's educational policy responsibilities and decisions.

Protocol

Process and Timeline

- The Governing Board will create a schedule at the first board meeting of the new school year (in September of each year) to set the dates and times for Board Office Hours.
 - A designated room on the Cold Spring campus will be arranged by the Superintendent/Principal.
 - Due to Brown Act restrictions, no more than two Board members can attend a single Board Office Hours meeting at the same time.
- * Board member participation is voluntary and can be modified at the discretion of the Governing Board.
- The schedule for Board Office Hours, as well as this protocol, will be communicated by posting it on the District website and outside the District Office, and announcing it in the Wednesday Word and other District publications as appropriate.

Additional Requirements and Guidelines

- To ensure compliance with the Brown Act, Board members will not communicate the content of these meetings to other individual Board members, but will report out to the Board as a whole during a regular Board meeting.

- Please remember that, due to Brown Act requirements, the Board can only take action through a majority vote of its members. No action will be taken and no decisions will be made during the Board Office Hours meetings.
- Statements made by individual Board members represent the view of that Board member only, and not the Board as a whole. Likewise, statements or information provided to individual Board members are also only made to the individual Board member, and not to the Board as a whole.
- The best way to communicate with the Board as a whole is to attend a public Board meeting, or write a letter to the Board as a whole.
- Please remember that no one can guarantee that conversations with elected public officials will be confidential. Please do not request confidentiality as to any statements you make or information you provide during these meetings.
- Please be courteous and respectful during Board Office Hours meetings. While we might not agree on every issue, we all share the common goal of providing the best education possible for all of the children in the District.

[February 2017]

**CONFERENCE
AGENDA ITEM 14.A.**

DATE: **APRIL 10, 2017**
TO: **BOARD OF TRUSTEES**
FROM: **TRICIA PRICE, SUPERINTENDENT/PRINCIPAL**
RE: **DRAFT 2017-18 LCAP GOALS FOR BOARD REVIEW**

SUMMARY

Included in your Board packet are 2017-18 draft LCAP goals for Board review.

These goals have been reviewed and updated by the School Site Council which acts as the LCAP Advisory Committee.

2017-18 Local Control and Accountability Plan (LCAP) *PROPOSED DRAFT Goals*

GOAL #1: Students will be reading at grade level as identified by the Fountas and Pinnel Basic Assessment of Skills (BAS) and the CAASPP. Annual increases in percentage of students proficient in ELA in grades administered the assessment will increase from 89% to 91%, based upon 2016-17 CAASPP results.

GOAL # 2: 85% of students will be proficient or advanced in math as reflected by a 3 or a 4 on their end-of-the- year report card. In sixth grade, students who receive a B or above on their report card will have demonstrated proficiency or above. In addition, 80% of students in grades 3-6 will be at or exceed standard as presented in the CAASPP student report.

GOAL #3: In the building of the annual budget, the Superintendent/Principal will work with the Board to ensure that enrollment and staffing decisions are made that support small class size (20:1 or below) and are adequately funded. Highly qualified teachers are better able to meet the needs of all learners and student achievement is improved when class sizes are kept small. Student connectedness is also enhanced with smaller classes.

GOAL #4: An approved Proposition 39 Clean Energy Jobs Act Plan will guide the district in identifying efficiency projects on campus, prioritizing them, and completing them.

GOAL #5: All English Learners will show progress toward reclassification.

GOAL #6: All teachers will utilize effective instructional strategies and materials that move all students toward mastery of the New California Standards in math, science, ELD, and ELA, as measured by frequent formative/interim assessments, summative assessments; report card, Principal observation and evaluation, the CAASPP, coaching opportunities, and one-on-one ELD support.

GOAL #7: The Cold Spring budget, with the help of Foundation financial support, will continue to support specialists in technology, PE, art, library, and music.

GOAL #8: Parents and community are provided additional opportunities for involvement and input into the decision-making process

**CONFERENCE
AGENDA ITEM 14.B.**

DATE: **APRIL 10, 2017**

TO: **BOARD OF TRUSTEES**

FROM: **TRICIA T. PRICE, SUPERINTENDENT/PRINCIPAL**

RE: **SUPERINTENDENT/PRINCIPAL SEARCH UPDATE**

SUMMARY

A Board member will provide a summary update of the Superintendent/Principal search process.

**CONFERENCE
AGENDA ITEM 14.C.**

DATE: **APRIL 10, 2017**

TO: **BOARD OF TRUSTEES**

FROM: **TRICIA PRICE, SUPERINTENDENT/PRINCIPAL**

RE: **PRESENTATION OF THE DISTRICT'S INTIAL PROPOSAL TO THE COLD
APRING EDUCATION ASSOCIATION (CSEA) FOR THE 2017-18
SCHOOL YEAR**

SUMMARY

The procedures for collective bargaining require each party to submit an initial proposal. The District's proposal must be "sunshined" for public review and comment prior to Board approval. At the March 2017 Board meeting, the CSEA sunshined their Initial Proposal. The District's Initial Proposal is being "sunshined" on this agenda for Board review. The District's Initial Proposal will again be on the May agenda as an action item, following public review and comment. Once the District's Initial Proposal is approved, formal negotiations between the two parties may begin.

RECOMMENDATION

This item is on the agenda for Board review/first reading.

COLD SPRING SCHOOL

Santa Barbara, CA

District Initial Proposal

2017-18

The Board of Trustees of the Cold Spring Elementary School District agrees to open the following articles in the Contract Agreement with the Cold Spring Education Association for the 2017-18 school year.

Article 5 Grievance Procedures

Article 9 Salary and Health and Welfare Benefits

Article 10 Work Hours and Teaching Conditions

Article 11 Leaves of Absence

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Cold Spring School District Governing Board

Board Guidelines for Communication

Adopted by the Governing Board _____

The Cold Spring Governing Board recognizes that clear and effective communication is a vitally important component of their responsibilities as elected representatives of the public.

Respectful, constructive, and effective communications enhance the ability of Board members to: represent the entire Cold Spring School District community, encourage public participation, build understanding and consensus, share information, and promote student achievement and well-being. The intent of these guidelines is to promote innovative, consistent, and appropriate communications between Governing Board members and their constituents.

Communication Between Governing Board members

Board members must always be mindful of the Brown Act when communicating with each other by phone, via email, or in person, and must always conduct themselves in strict accordance with its requirements and provisions.

Communication with District Staff and Administrators

Requests for specific information made by a Board member to District Staff or Administrators shall be made through the Superintendent/Principal. In order to insure that the information is shared in a consistent manner, the Superintendent/Principal will distribute the information to all Board members.

If a Board member wishes to provide information to the other Board members on a specific topic, the information shall be sent to the Superintendent/Principal so that he/she can distribute it to the entire Board.

A Board member who is a parent at Cold Spring School may of course discuss any matters or concerns regarding his/her individual child with that child's teacher(s). However, when a Board member is present on the school campus, it is important to remember that individual board members do not create directives on policy or budgetary matters. The Board, as a whole, makes those decisions.

Email Communication with the Community

Responding to emails directed to the Board as a whole:

We agree that the Board President is our spokesperson and will answer emails directed to the whole Board. The Board President will acknowledge receipt of the email and, if appropriate, encourage a face-to-face meeting or phone call. The Board President will forward the email to the Superintendent/Principal, and together they will determine if the comments/issues raised in the email are within the purview of the Board or if they are best addressed and resolved by District Staff and/or Administrators.

In some cases, it may be appropriate for the Superintendent/Principal to answer an email on behalf of the Board. The Superintendent/Principal will respond and send a copy to each Board member, so they know the response.

The Board agrees to direct any District Staff issue to the Superintendent/Principal, and not contact District Staff directly. The Board agrees that all legal questions will be directed to the Superintendent/Principal.

Responding to emails sent to less than all five Board members:

The Board agrees that the Board member(s) who receive an email with an issue will forward it to the Board President and the Superintendent/Principal. The Board President will acknowledge receipt of the email and, if appropriate, encourage a face-to-face meeting or phone call. The Board President will forward the email to the Superintendent/Principal, and together they will determine if the comments/issues raised in the email are within the purview of the Board or if they are best addressed and resolved by District Staff and/or Administrators.

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Email concerns

The Board recognizes that unlike a personal conversation, the Board has no control over where and to whom an email is forwarded, and that words can be cut/pasted out of context. For these reasons, the Board wants to encourage personal and direct communications.

The Board also recognizes that email is not a secure vehicle of communication. Therefore, Board members shall never use email to communicate sensitive or confidential information.

Social Media

Social media refers to online technology tools that enable people and organizations to communicate, collaborate, and share information and resources over the internet. Examples include, but are not limited to: Facebook, Twitter, YouTube, SnapChat, Instagram, blogs, and other websites.

- Board authorization is not required for a Board member to open a personal or professional social media account.
- Board members should use social media with the same level of professionalism and responsibility as they would when officially representing the Board.
- Online postings should remain positive – do not engage in negative or critical conversations online.
- Re-tweets, likes, and favorites could be perceived as endorsements. Always check before sharing.
- Search hashtags (#) before using them to ensure they are appropriate and positive.
- Accounts should be updated and monitored regularly and offensive material must be removed within 24 hours of notice.
- Always respect the privacy of students, staff, parents, community members, and other Board members.

Individual Verbal Communication

Board members may communicate in one-on-one conversations with individual community members, or at public gatherings at the school or elsewhere in the community. These communications can be an effective way to promote the Cold Spring School District mission and vision to the public.

- When speaking, the Board member should communicate as clearly and as accurately as possible.
- In general, the Board President will speak on behalf of the Board, unless he/she designates another Board member to do so.
- When conveying a personal statement, the Board member must identify it as a personal opinion and not the opinion of the Board as a whole.
- Board members shall not communicate as individuals about student or staff discipline or matters of negotiation, unless designated by the Board President to do so.
- Always respect the privacy of students, staff, parents, community members, and fellow Board members.
- Any public statements should be consistent with the District's mission and vision. Public statements should avoid criticism of the intentions or actions of the other Board members, students, staff, parents, and community members.

Individual Communication with the Media

Board members may be contacted by media officials for comment or an interview. The following should be kept in mind when responding to media requests:

- Only the Board President or his/her designee will act as the official spokesperson for the Board. This does not, however, bar individual Board members from speaking to the media.
- When speaking or corresponding with the media, individual Board members shall not present an opinion as the position of the Board, unless they have been authorized to speak on the subject by the Board President.
- When speaking or corresponding with the media, individual Board members shall uphold the decisions of the Board and the implementation of any Board resolutions once they have been passed.

- When speaking with the media, individual Board members should clearly identify as personal opinions any statements or positions that are not necessarily those of the Board.
- A Board member contacted by the media should inform, at a minimum, the Board President and the Superintendent/Principal if the Board member will be commenting on District-wide issues.

[February 2017]

DRAFT

Cold Spring School District Governing Board

Board Protocol: Email Communication with Constituents

Adopted by the Governing Board _____

Purpose of Protocol

The Governing Board members wish to ensure that their handling of constituent emails allows them to be responsive and responsible to the entire community, and to respect the Brown Act and respect the Board as a whole.

Protocol

Responding to emails directed to the Board as a whole:

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