

# Rosamond Community Charter Elementary School



# Rosamond Community Charter Elementary School

A Recap from the June 11, 2014 ACCS meeting (The CDE/ACCS had no Recommendation)

- The CDE approved the RCCES Educational Plan as “ a sound educational program”. RCCES presented an educational plan, an educational need in Rosamond, instructional tools, educational strategies, government structure. There were no clarifications or questions by/from the ACCS.
- RCCES acquired El Dorado SELPA approval. RCCES received a (LOI) Letter of Intent from Charter School Capital for a guaranteed funding amount of \$750,000.00 upon CDE request. With the approval of El Dorado and CSC the CDE determined the reasonable need for an adjusted budget. The ACCS offered RCCES an extension until the 10/8 ACCS mtg. RCCES accepted the offer/extension.
- The requested adjusted budgets were forwarded to the ACCS commissioners on 9/8/2014 and 9/18/2014.
- ACCS requested validation of the Year-1 175 “Meaningful Interest” parent signatures for 2015; and to obtain additional parent signatures with “Meaningful Interest” to support the 2015 opening.

A Recap from the October 8, 2014 ACCS meeting

- ACCS accepted RCCES’ s validation of 175 “Meaningful Interests”; 44 additional, and our education plan.
- The ACCS/CDE accepted the LOI from CSC-Charter School Capital for \$750K but, decided that the funds were not guaranteed and; reversed it from the adjusted budgets.
- The ACCS board had 5 members present with 4 unavailable. The were 2-Yess, 2-Nos & 1-Abstain.
- The current adjusted budgets were sent to the members of the SBE on 10/21/2014.

As of October 27 to the present: Today November 13, 2014

- **RCCES was awarded the PCSGP competitive funding of \$575,000 on 10/27/14.**
- **CSC funding is not needed. Our 3-Year and cash flow budgets are balanced and sound. This information would have rendered an approval recommendation from the CDE and ACCS.**
- **RCCES has an balanced budget and an a approved sound educational plan. RCCES and the students of Rosamond request for petition approval.**

# Notable Budget Changes

Please note that two (2) significant changes below would have changed the outlook for the CDE staff recommendation and ACCS vote.

**The RCCS budget is sound.**

**1. Funding from the PCSGP was added back in for the planning and implementation years. The award was announced October 27<sup>th</sup> by CDE in the amount of \$575,000.**

**2. Start-up funding guaranteed from a receivable sale was eliminated. PCSGP funding takes away the need for receivable funding.**

- Revenues updated to reflect the actual projected LCFF amounts.
- Special Education revenue added from participation w/ El Dorado.
- Special Education support added w/ full time Special Ed. Teacher.
- Added food service revenues/expenses w/10% food expense.
- Cash flow w/most current disbursement schedule projections.

# Tier 3 Pervasively Low Achieving

- Five-year Academic Performance Index (API) growth was less than 50 points.
- Three-year average Adequate Yearly Progress (AYP) score was less than or equal to the highest three-year average AYP score.
- Between 2007 and 2009 RES Rosamond Elementary had a 3-year average of -1 API growth.
- 8 years after opening in 2006, WES Westpark Elementary is considered Tier 3 Pervasively Low Achieving elementary school.
- As Tier 3 Pervasively Low Achieving schools, WES and RES have provided the community of Rosamond with a low performing average of 60% of non proficiency in ELA and Math consistency for the years of 2007-10; 2007-08, 2008-09 and 2009-10.

# SKUSD has served its elementary population as Tier 3 “Pervasively Low Achieving Schools”

- **West Park Elementary** opened in 2006; by 2008 WES was in PI. IN 2013 the school population was 705 of 3011 district wide.
- \*Non-Proficient AYP In 2002 ELA=77.4  
(As the Hamilton Elementary %) Math=77.9
- **WES is in Yr. 5. From 2013 Progressively 710 will enter Middle and High school as non-proficient in Math and ELA.**
- **Rosamond Elementary** IN 2013 the school population was 741 of 3011 district wide.
- \*Non-Proficient AYP In 2002 ELA=66.7  
Math=70.7
- **RES is in Yr. 5 . From 2013 Progressively 722 will enter Middle and High school as non-proficient in Math and ELA**

## Non-Proficient Averages from 2006-2013

Schoolwide	ELA	Math
• 2006-07	69%	56%
• 2007-08	69%	65%
• 2008-09	59%	61%
• 2009-10	68%	66%
• 2010-11	62%	53%
• 2011-12	63%	62%
• 2012-13	60%	51%

## Non-Proficient Averages from 2006-2013

Schoolwide	ELA	Math
• 2006-07	66%	57%
• 2007-08	64%	58%
• 2008-09	59%	60%
• 2009-10	61%	66%
• 2010-11	58%	54%
• 2011-12	58%	54%
• 2012-13	67%	55%

# 7 years 2006-2013 Rosamond Elementary Real Numbers of Non Proficient% Subgroups

•	<b>Y1 06-07 Non Proficient% Subgroups</b>	<b>ELA Math</b>	<b>Y2 07-08 Non Proficient% Subgroups</b>	<b>ELA MATH</b>
•	222 Hispanic Students in grades 2-5	77% 63%	182 Hispanic Students in grades 2-5	79% 65%
•	175 White Students in grades 2-5	51% 47%	106 White Students in grades 2-5	42% 47%
•	272 SED Students in grades 2-5	72% 61%	185 SED Students in grades 2-5	73% 62%
•	<b>Y3 08-09 Non Proficient% Subgroups</b>	<b>ELA Math</b>	<b>Y4 09-10 Non Proficient% Subgroups</b>	<b>ELA MATH</b>
•	181 Hispanic students in grades 2-5	79% 65%	215 Hispanic students in grades 2-5	69% 55%
•	105 White Students in grades 2-5	42% 47%	163 White students in grades 2-5	47% 45%
•	229 SED students in grades 2-5	73% 67%	293 SED students in grades 2-5	67% 68%
•			111 E L grades 2-5	64% 53%
•	<b>Y3 10-11 Non Proficient% Subgroups</b>	<b>ELA Math</b>	<b>Y3 11-12 Non Proficient% Subgroups</b>	<b>ELA MATH</b>
•	201 Hispanic students in grades 2-5	59% 53%	224 Hispanic students in grades 2-5	66% 49%
•	51 White students in grades 2-5	49% 43%	103 White students in grades 2-5	50% 51%
•	280 SED students in grades 2-5	63% 59%	337 SED students in grades	65% 53%
•	107 English Learners	63% 61%	127 EL students grades 2-5	65% 44%
	<b>Y3 12-13 Non Proficient Subgroups</b>	<b>ELA Math</b>		
	237 Hispanic students in grades 2-5	63% 51%		
	117 White students in grades 2-5	51% 43%		
	339 SED Students in grades 2-5	66% 53%		
	120 EL students in grades 2-5	66% 47%		

# 7 years 2006-2013 WestPark Elementary Real Numbers of Non Proficient% Subgroups

•	<b>Y1 06-07 Non Proficient% Subgroups</b>	<b>ELA Math</b>	<b>Y2 07-08 Non Proficient% Subgroups</b>	<b>ELA MATH</b>
•	126 Hispanic Students in grades 2-5	77% 63%	149 Hispanic Students in grades 2-5	79% 65%
•	139 White Students in grades 2-5	51% 47%	161 White Students in grades 2-5	42% 47%
•	120 SED Students in grades 2-5	72% 61%	185 SED Students in grades 2-5	
•				
•	<b>Y3 08-09 Non Proficient% Subgroups</b>	<b>ELA Math</b>	<b>Y4 09-10 Non Proficient% Subgroups</b>	<b>ELA MATH</b>
•	215 Hispanic students in grades 2-5	59% 53%	205 Hispanic students in grades 2-5	66% 49%
•	178 White students in grades 2-5	49% 43%	173 White students in grades 2-5	50% 51%
•	271 SED students in grades 2-5	63% 59%	278 SED students in grades	65% 53%
	»		109 EL students grades 2-5	65% 44%
•				
	<b>Y5 10-11 Non Proficient% Subgroups</b>	<b>ELA Math</b>	<b>Y6 11-12 Non Proficient% Subgroups</b>	<b>ELA MATH</b>
•	217 Hispanic students in grades 2-5	79% 65%	194 Hispanic students in grades 2-5	69% 55%
•	165 White Students in grades 2-5	42% 47%	141 White students in grades 2-5	47% 45%
•	307 SED students in grades 2-5	73% 67%	291 SED students in grades 2-5	67% 68%
•	093 E L grades 2-5	64% 53%	111 E L grades 2-5	64% 53%
	<b>Y3 12-13 Non Proficient Subgroups</b>	<b>ELA Math</b>		
	208 Hispanic students in grades 2-5	63% 51%		
	139 White students in grades 2-5	54% 43%		
	302 SED Students in grades 2-5	64% 54%		
	107 EL students in grades 2-5	65% 56%		

# A Procurement SNAPSHOT: The RCCES Architectural Educational Design

RCCES will design self-sustaining learning opportunities for students under Common Core Standards and Smarter Balance Assessment Consortium

## Common Core Standards and Instruction

\* Goal: Teach processes, skills and curriculum

1. Apply DataWORKS explicit delivery
2. Employ technology-based materials
3. Align pacing guides w/Common Core
4. Expect teacher quality / classroom management
5. Pacing guides/lesson plans guide instruction

## RTI Intervention

\* Goal: Intervention of processes, skills & curriculum

1. Identify subgroup skill/curricular deficits
2. Determine grade performance needs
3. Monitor curricular/skill with Performance Tasks
4. Monitor/Apply Task Analysis RTI movement
5. Isolate skill/curricular w/DataWORKS explicit
6. Customize technology with RTI benchmarks
7. Pacing guides/lesson plans will guide RTI

## Smarter Balanced Assessment

\* Goal: Assess processes, skills and curriculum

1. Proficient Universal tools/ Designated Supports
2. Align CELDT questions with CCS & SBAC
3. Establish/Practice Voc / Dept of Understanding
4. Provide supportive assessment technology
5. Build Performance Tasks: Stimulus presentation, Information processing and the Performance
6. Pacing guides/lesson plans will guide SBAC

## The Stakeholders

1. Support parents during CCS academic rigor
2. Notify Parents of CCS testing expectations
3. Alert parents of RTI / Task Analysis monitor
4. Provide evidence of fair Cultural Proficiency
5. Provide amicable assurances for special needs
6. Alert all of the community of RCCES results

# “The Students’ Faces of Kern County”



# **Enrollment: There is a Market for Education in Rosamond, California**

- 1. On June 11 the ACCS requested that RCCES gather additional committed parent signatures with “Meaningful Interest”.**  
**RCCES got 44 additional parents with “Meaningful Interest”**
- 2. On June 11 the ACCS requested that RCCES verify 175 parents with “Meaningful Interest” for Year 1.**  
**RCCES verified 175 signatures of parents with “Meaningful Interest” for Year 1.** On October 8 the ACCS acknowledged all parent signatures as valid and acceptable.
- 3. Legacy Homes** is building 102 single family homes in Rosamond that is estimated to house 2.7 students for each home; in upwards to 270-300 new students in the city of Rosamond. There are 10 phases. Four phases are complete. All phases are scheduled to be completed by 2016.

# “RCCES believes if we build it...

## They will come”

- For projected enrollment FCMAT used the **Cohort Survival Method and 5 years of school data to predict 2012** and beyond with consideration for incremental changes in a variety of areas: • **Changes in educational programs, Interdistrict and intradistrict transfers, • Migration patterns, • Changes in local and regional demographics, • Industry changes such as a new industry coming to the area or an industry leaving, • Housing starts and the generation factor per household.**
- FCMAT projected the decline to level off in the next two years of 2013 and 2014, **but it did not.** Further FCMAT, recommended that SKUSD be carefully monitored, and that the district should also explore options to **attract and retain students and to increase its ratio of student attendance to enrollment, and that has not happened.**

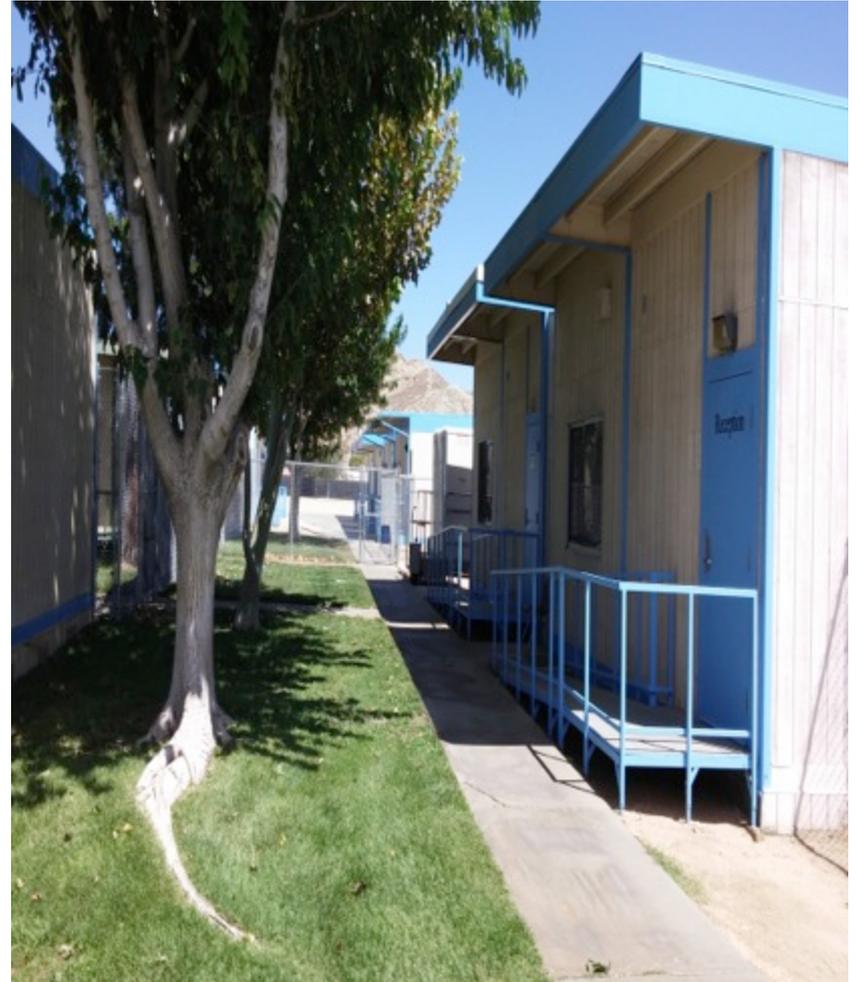
# **A PROP 39 Facilities request was submitted for Hamilton Elementary School by 11/1/2014**

- **A District can reserve space for students and programs, but that has no impact on its obligation to provide a charter school with Prop. 39 facilities that projects more than 80 units of in-District ADA. **Hamilton Elementary has been vacant since 2008 and is available for the students of RCCES.****
- **RCCES was requested by the ACCS on June 11, 2014 to gather additional parent signatures with “Meaningful Interest” and RCCES gathered 44 additional parent signatures.**
- **At the request of the ACCS on June 11, 2014 RCCES verified 175 signatures of parents with “Meaningful Interest”; more than 80 units of in-District ADA for Year 1.**
- **Legacy Homes will finish building 102 family homes by 2016. The homes will be 3 and 5-bedroom homes.**

# Hamilton front office, cafeteria, library, B/G RR 1 full apparatus sandbox and 3 fields



**Approximately 10 classrooms North/South  
10 classrooms East/West**



**If RCCES Builds it...They will come.**



**Rosamond Community  
Elementary Charter School**

- School Day 8am - 4pm / After School Care / Preschool
- Field Trips / Gate Curriculum / Instrumental Music Program
- Charter SELPA Intensive Tutoring for Special Needs
- Migrant Parent / Student Tutoring Reading, English & Math

**SIGN UP NOW**  
SPACE LIMITED

**661-317-1529**

A California funded FREE Elementary School

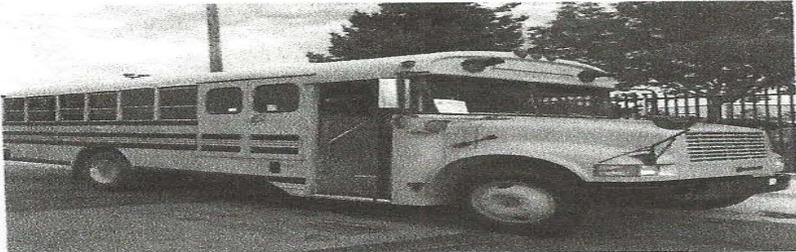
01992 LAMAR

# Bus Transportation

**A-Z BUS SALES**  
An Employee-Owned Company

## 1991 International Blue Bird School Bus – 27 or 24 + 3 Passengers – Unit 12U067S

*ADA equipped pre-owned school bus! This International school bus seats 27 passengers or 24 passengers plus 3 wheelchair positions.*



[http://a-zusedbus.com/wp-content/uploads/2014/07/100\\_1855-1030x772.jpg](http://a-zusedbus.com/wp-content/uploads/2014/07/100_1855-1030x772.jpg)

### Features At-A-Glance

**Unit:** 12U067S

**Year:** 1991

**Make:** International

**Model:** Blue Bird

**Engine:** DT466 .

**Fuel:** Diesel

**Transmission:** MT643

**Seating:** 27 Passengers or 24  
Passengers and 3 Wheelchair Positions

**ADA Equipped:** Yes

**Particulate Trap:** No

**Price:** \$6,500

### About This Bus

international-blue-bird-27-... 9/11/2014

# Bus Transportation

**A-Z BUS SALES**  
An Employee-Owned Company

## 1997 Thomas F6W-1200 Used School Bus for Sale – 84 Passenger – Unit 12U152S

*1997 Thomas F6W-1200 used school bus for sale is non-CARB compliant, seats 84 passengers and priced to move!*



### Features At-A-Glance

**Unit:** 12U152S  
**Year:** 1997  
**Make:** Thomas  
**Model:** F6W-1200  
**Engine:** 5.9L Cummins  
**Odometer Reading:** 199,787  
**Fuel:** Diesel  
**Transmission:** Automatic  
**Seating:** 84 Passengers  
**ADA Equipped:** No  
**Particulate Trap:** No  
  
**Price:** \$8,500

### About This Bus

<http://a-zusedbus.com/1997-thomas-f6w-1200-used-school-bus-s...> 10/6/2014