

Newcastle Charter School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.

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, the county, and the state. 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Newcastle Charter School
Street	8951 Valley View Drive
City, State, Zip	Newcastle, CA 95658
Phone Number	916.663.3307
Principal	Liz Staton
E-mail Address	lstaton@newcastle.k12.ca.us
Web Site	http://nec.newcastledistrict.org
Grades Served	K-8
CDS Code	3166852 26031157

District Contact Information	
District Name	Newcastle Elementary School District
Phone Number	916.259.2832
Superintendent	Denny Rush
E-mail Address	drush@newcastle.k12.ca.us
Web Site	www.newcastle.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Newcastle Elementary School and District, located at the gateway to the foothills, first opened to 44 first through eighth grade students in 1865. Although the building location has moved three times and enrollment for the elementary school has grown to over 400 students, it is still a small and close-knit community school, serving transitional kindergarten through eighth grade district and charter students on the same campus and in the same classes.

Motto:

"Newcastle Knights – Gems of the Foothills, Shining Above the Rest"

Vision:

Newcastle School is the cornerstone of a lifelong community of learners where students, staff, families, and community work together to ensure that students are successfully prepared for rigorous higher education coursework, career challenges, and a globally competitive workforce. Students are prepared to the highest level of social, moral, and academic development.

Mission:

The Newcastle Elementary School District is committed to work in a partnership with the home and community. Our students will be provided with an academic program designed to develop the 21st Century skills necessary to become active and effective global citizens. Our students will be supported in a safe, positive learning environment that meets all students' needs, and fosters healthy academic, social, emotional and physical development.

Newcastle Elementary/Charter School enjoys the reputation of having a very strong academic and social program with capable, caring staff and administration. The school provides for academic achievement through a rigorous curricular program focused on the common core standards and rich in arts and technology. In the Newcastle school community, we believe that every child can be successful, but not necessarily in the same way or on the same day and we work together to create opportunities for success for all students.

Students receive differentiated instruction daily through flex time in the four core areas. Each class has the benefit of an instructional assistant to support instruction and small groups during this time. All students in K-5 receive weekly instruction in Spanish, music, dance, rhythm and movement, and technology classes. Sixth through eighth grade students participate in the exploratory program where elective classes such as foreign language, character development, and technology skills are offered. Students who qualify may participate in additional activities such as after school sports, STEM classes, leadership, yearbook, history club, science/adventure club, and Odyssey of the Mind. Newcastle Elementary/Charter School recognizes the social and academic value of a positive environment. A school-wide student recognition program honors exemplary student behavior and citizenship through the Stellar Knight program, Student of the Month, Student of the Trimester, and focus on monthly character traits.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	45
Grade 1	34
Grade 2	24
Grade 3	25
Grade 4	22
Grade 5	24
Grade 6	39
Grade 7	20
Grade 8	31
Total Enrollment	264

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	0.4
Hispanic or Latino	2.3
White	87.5
Two or More Races	6.4
Socioeconomically Disadvantaged	14
English Learners	1.1
Students with Disabilities	4.9
Foster Youth	1.5

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	21	21		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.2	15.8
All Schools in District	95.0	5.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	95.0	5.0

Note: 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 2015-16)

Year and month in which data were collected: 9-21-15

Newcastle Elementary School District held a Public Hearing on September 21, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten-Grade 5: Houghton Mifflin Kindergarten-Grade 3: Handwriting Without Tears Grade 6-8: Pearson Grade K-8: Step Up To Writing	Yes	0%
Mathematics	Kindergarten-Grade 5: Houghton Mifflin Expressions Grade 6-8: CPM	Yes	0%
Science	Kindergarten: California Science Grade 1: Scott Foresman Grade 2-5: Scott Foresman Grade 6-8: Prentice Hall	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Kindergarten-Grade 8: Second Steps Kindergarten-Grade 5: Scott Foresman Grade 6-8: TCI History Alive	Yes	0%
Foreign Language	Duolingo 6-8, Sombrero Time K-5	Yes	0%
Health	https://www.healthteacher.com	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Newcastle Elementary/Charter School works closely with Placer County Office of Education to maintain safe, clean and state-conforming facilities. The current school buildings were constructed in 1963 and have been through modernization. Recent property improvements include: The addition of a new fire hydrant and water storage tank, the addition of a portable classroom, the creation of an access drive to the back of the buildings, and security cameras were installed to keep the campus free from vandalism and graffiti.

Cleaning Process:

Classrooms, restrooms, and the cafeteria are cleaned on a daily basis using the guidelines developed by Placer County Office of Education and adopted by the governing board. A more thorough cleaning along with routine maintenance and repairs to buildings and grounds takes place during scheduled vacations and school breaks.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs. This past year: Carpet was repaired and replaced, bathrooms were painted, new intercom was installed, and new Plant Manager position was put in place.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/30/2015				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/30/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/30/2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	69	68	44
Mathematics	56	53	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	25	23	92.0	9	17	30	43
	4	23	21	91.3	14	24	29	33
	5	24	21	87.5	0	14	43	43
	6	40	38	95.0	11	32	42	16
	7	19	18	94.7	6	28	50	17
	8	32	29	90.6	10	14	62	14
Male	3		12	48.0	8	25	25	42
	4		10	43.5	--	--	--	--
	5		15	62.5	0	13	40	47
	6		19	47.5	16	37	42	5
	7		10	52.6	--	--	--	--
	8		13	40.6	23	8	54	15

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		11	44.0	9	9	36	45
	4		11	47.8	9	18	36	36
	5		6	25.0	--	--	--	--
	6		19	47.5	5	26	42	26
	7		8	42.1	--	--	--	--
	8		16	50.0	0	19	69	13
Black or African American	4		1	4.3	--	--	--	--
	5		1	4.2	--	--	--	--
American Indian or Alaska Native	6		1	2.5	--	--	--	--
Asian	4		1	4.3	--	--	--	--
Hispanic or Latino	8		1	3.1	--	--	--	--
White	3		23	92.0	9	17	30	43
	4		17	73.9	6	29	35	29
	5		18	75.0	0	11	44	44
	6		32	80.0	13	34	41	13
	7		16	84.2	0	25	56	19
	8		26	81.3	12	12	62	15
Two or More Races	4		1	4.3	--	--	--	--
	5		2	8.3	--	--	--	--
	6		4	10.0	--	--	--	--
	7		1	5.3	--	--	--	--
	8		2	6.3	--	--	--	--
Socioeconomically Disadvantaged	3		2	8.0	--	--	--	--
	4		3	13.0	--	--	--	--
	5		1	4.2	--	--	--	--
	6		5	12.5	--	--	--	--
	7		3	15.8	--	--	--	--
	8		5	15.6	--	--	--	--
English Learners	8		1	3.1	--	--	--	--
Students with Disabilities	3		1	4.0	--	--	--	--
	4		2	8.7	--	--	--	--
	5		1	4.2	--	--	--	--
	6		3	7.5	--	--	--	--
	8		2	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	25	23	92.0	0	17	30	52
	4	23	21	91.3	10	33	33	24
	5	24	20	83.3	15	35	30	20
	6	40	38	95.0	16	53	16	16
	7	19	18	94.7	0	39	44	17
	8	32	29	90.6	14	17	38	31
Male	3		12	48.0	0	8	25	67
	4		10	43.5	--	--	--	--
	5		14	58.3	7	29	36	29
	6		19	47.5	21	53	21	5
	7		10	52.6	--	--	--	--
	8		13	40.6	23	23	31	23
Female	3		11	44.0	0	27	36	36
	4		11	47.8	9	36	45	9
	5		6	25.0	--	--	--	--
	6		19	47.5	11	53	11	26
	7		8	42.1	--	--	--	--
	8		16	50.0	6	13	44	38
Black or African American	4		1	4.3	--	--	--	--
	5		0	0.0	--	--	--	--
American Indian or Alaska Native	6		1	2.5	--	--	--	--
Asian	4		1	4.3	--	--	--	--
Hispanic or Latino	8		1	3.1	--	--	--	--
White	3		23	92.0	0	17	30	52
	4		17	73.9	12	29	35	24
	5		18	75.0	17	33	33	17
	6		32	80.0	19	53	16	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		16	84.2	0	31	50	19
	8		26	81.3	12	15	42	31
Two or More Races	4		1	4.3	--	--	--	--
	5		2	8.3	--	--	--	--
	6		4	10.0	--	--	--	--
	7		1	5.3	--	--	--	--
	8		2	6.3	--	--	--	--
Socioeconomically Disadvantaged	3		2	8.0	--	--	--	--
	4		3	13.0	--	--	--	--
	5		1	4.2	--	--	--	--
	6		5	12.5	--	--	--	--
	7		3	15.8	--	--	--	--
	8		5	15.6	--	--	--	--
English Learners	8		1	3.1	--	--	--	--
Students with Disabilities	3		1	4.0	--	--	--	--
	4		2	8.7	--	--	--	--
	5		0	0.0	--	--	--	--
	6		3	7.5	--	--	--	--
	8		2	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	86	87	91	82	84	79	59	60	56

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	79
All Students at the School	91
Male	92
Female	93
Black or African American	--
Hispanic or Latino	--
White	95
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.00	34.80	30.40
7	11.10	27.80	33.30

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

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 (Most Recent Year)

Newcastle Elementary/Charter School is a focal point for students, their parents and community. Parents play important roles in the education of their children through active and ongoing involvement. Parent volunteers are welcomed on campus daily in roles such as reading group leaders, classroom helpers, safety supervisors, project coordinators, field trip supervisors, career presenters, athletic coaches, library volunteers, and Art, Music, and Garden Docents. Opportunities for parents to take on leadership roles occur through regular meetings with the School Site Council, Parent Teacher Club, and the District Advisory Committee.

We enjoy active partnerships with various clubs, churches, and organizations such as the Newcastle Golden Spike Lions, CHP, Newcastle 4-H, Scouting, Girl Scouts, Newcastle Fire Protection District and the Newcastle Community and Business Associations. Parents and community members who wish to participate in school or district committees, leadership teams, school activities or become a volunteer may contact the school office at 916.663.3307. Volunteers for school activities must have fingerprint and TB clearance.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.26	1.17	0.35	0.53	0.58	0.77	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

A focus on safety has given Newcastle a campus that is free of violence, drugs, and crime. The Comprehensive School Safety Plan (CSSP) addresses all components of SB 187. The Site Safety Committee reviews the CSSP and conducts school safety inspections annually. Safety drills are held monthly and evacuation procedures are communicated to parents. The school staff explains policies about safety, behavior expectations, bullying and harassment annually to students and parents. Along with the annual February review and refinement of the Comprehensive Safety Plan, the Safe Schools Plan was also reviewed, refined and approved in March of 2014 by the School Site Council and the Newcastle School Board of Trustees. Completed goals included: the creation of emergency routes off the campus, a refinement of emergency procedures, classroom first aid and emergency kits, training in first aid, refinement of all levels of threat procedures, school notification system for emergencies, CPR for staff, and development of a new anti-bullying policy for all students. New goals were written in the areas of campus cleanliness and maintenance, cafeteria and classroom student hand sanitation, roof repair/replacement, Shelter in Place/lockdown procedures and campus evacuation, as well as student emotional safety and positive student communication.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12	3			16	3			15	3		
1	11	2			12	2			17	2		
2	10	2			11	2			12	2		
3	9	2			9	2			13	2		
4	15	2			10	2			11	2		
5	17	1			19	2			12	2		
6	13	16			12	12			19	6	6	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	4			14	4			13	4		
Mathematics	11	5			11	5			7	3		
Science	14	4			14	4			13	4		
Social Science	14	4			14	4			13	4		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	.5	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,119	\$1074	\$6,045	\$59,557
District	N/A	N/A	\$5,521	\$60,584
Percent Difference: School Site and District	N/A	N/A	9.5	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	28.9	2.8

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

Types of Services Funded (Fiscal Year 2014-15)

Newcastle Elementary School District spent an average of \$12,630 to educate each student (based on 2013-14 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general state funding, Newcastle Elementary received state and federal funding for the following categorical funds and other support programs.

Title I services are provided for students needing assistance in grades 1-8 in reading and math. A computer lab with an instructional assistant is provided with time scheduled each week for all classes and is funded through general fund. In addition a 30% certificated technology mentor is funded through district general funds. Each classroom teacher has an instructional assistant for a minimum of 30 minutes each day, funded through Title 1 or the District designated School Improvement fund. A District GATE coordinator, Lexia, Renaissance 360, and Acellus are funded via designated student support funds. The school operates an After School Academy for additional academic support. We receive Special Education funding and Professional Development. The above funding sources also support release time and staff development.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,801	\$39,948
Mid-Range Teacher Salary	\$55,059	\$57,401
Highest Teacher Salary	\$78,900	\$73,183
Average Principal Salary (Elementary)	\$100,153	\$94,578
Average Principal Salary (Middle)	\$100,153	\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$140,000	\$112,657
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	12%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Newcastle Elementary School District offered two staff development days for 2015-16 and two staff development days for the 2 previous years (2013-2014, 2014-2015). At least one minimum day each month is used for teacher training. Present emphasis includes student assessments, differentiated instruction, rigor and instruction as it relates to Common Core Implementation, technology integration, Google and iPad apps, student data analysis, Lexia, Renaissance Learns, and Positive Behavior Intervention Support (PBIS). School staff attend trainings which support the implementation of school-wide goals relating to student achievement and safety.