

Newcastle Charter School School Accountability Report Card Reported Using Data from the 2012-13 School Year Published During 2013-14



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

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	Kris Knutson
E-mail Address	kknutson@newcastle.k12.ca.us
CDS Code	3166852 26031157

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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 kindergarten through eighth grade district and charter students on the same campus and in the same classes.

Newcastle Vision: Newcastle School is the cornerstone of a lifelong community of learners where students, staff, families and community work together to encourage responsibility, integrity and enthusiasm for learning; students are prepared to the highest level of social, moral, and academic development; students are capable of using all learning experiences to contribute to their school / community and global environment.

Newcastle 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 educational program designed to develop attitudes, knowledge, creativity and 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.

School Motto: "Newcastle Knights - Shining Above the Rest"

Newcastle School's vision encourages staff, community and students to work together developing responsibility, integrity and an enthusiasm for learning. Character Education and the Second Steps program is an integral part of the positive school climate. Principal Kathleen Daugherty leads a devoted staff of 23 teachers, an assistant principal, a school psychologist, a speech and language pathologist, school nurse, classroom assistants and support personnel. Among our classified employees are: paraprofessionals, three custodians, a library support person, a computer technology support person, and an office clerk and administrative assistant/secretary. The staff and administration are dedicated to creating 21st Century citizens who are academically successful, good communicators and problem solvers and aware of their relationship with others.

Student demographics are shown in the chart.

The district is comprised of three charter schools along with the elementary school. The Newcastle elementary School program begins with a transitional kindergarten program and ends with 8th grade. Students exiting from us typically move to Del Oro High School or Placer High School in the Placer Union High School District. In the Newcastle school community, we believe that every child can be successful. Newcastle 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 an articulated, integrated and rigorous curricular program which is project-based, focused on the standards and rich with art, music, drama, and dance. Technology is woven into the curriculum and parents may choose a digital path for their children, especially in the 6-8th grades which boasts nearly 1-1 computing. The school has high expectations and has a goal to have all students be proficient or advanced in reading, math, science and social science at their respective grade levels as measured by the annual STAR testing program and trimester core curriculum summative assessments, and proficient with the National Technology Standards. 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 are offered weekly classroom music, dance movement) and technology programs. PE is taught by certificated PE instructors. In addition, fifth through eighth grade students participate in classes of interest ranging from the arts to foreign language through the exploratory program. The leadership program and the yearbook class offer additional experiences for students. After School sports is open to students with good scholarship and citizenship in grades 7 & 8.

Student Recognition

Classroom award programs, student council, student of the month assemblies, Stellar Knight badges, perfect attendance, honor role letters, sports banquets, rallies, monthly newsletters and bumper stickers provide opportunities for student recognition. After school and extracurricular programs such as sports, G.A.T.E., and dances set high expectations on positive discipline and base membership and participation on positive citizenship. Teachers and coaches remind students that citizenship and grades are expected and valued. They also reinforce school-wide character traits.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Newcastle School and 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 in the many programs and events sponsored by the District and the local clubs and organizations. Many forms of parental involvement are available including the school's Parent Teacher Club, which has regular meetings and many opportunities to assist students and staff. Volunteer and involvement opportunities include Literature Circle Leaders, Enrichment facilitators, Reading Chain Leaders, Art Docent, Garden Docent, project coordinator, room parent coordinator, playground supervisor, field trip supervisor, career presenter, athletic coach, and individual classroom support requests.

Opportunities for parents to take on leadership roles occur through the School Site Council, Facilities Committee, Site Safety, Parent Involvement Committee, and Newcastle Health and Wellness Committee. The School Site Council members meet regularly to provide oversight to the Charter school and make recommendations for changes in program, charter focus and language.

We enjoy active partnerships with various clubs, churches, and organizations such as the Newcastle Golden Spike Lions, Newcastle 4-H, Scouting, Newcastle Fire Protection District and the Newcastle Community Association. We believe in community service and students are held accountable for participating school and community service projects before promotion to high school.

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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	72	81	82	73	79	75	54	56	55
Mathematics	66	77	81	68	76	74	49	50	50
Science	76	79	87	78	80	82	57	60	59
History-Social Science	67	80	85	65	81	70	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	74	82	70
All Student at the School	82	81	87	85
Male	81	76	91	87
Female	83	85	82	83
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	84	82	88	84
Two or More Races	75	70		
Socioeconomically Disadvantaged	70	67	91	
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	27.8	27.8
7	33.3	33.3	25.0

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	9	8	9
Similar Schools	5	3	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-9	26	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-19	19	15
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	157	915	420	891	4,655,989	790
Black or African American	0		1		296,463	708
American Indian or Alaska Native	1		6		30,394	743
Asian	1		1		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	9		29	864	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	130	917	359	894	1,200,127	853
Two or More Races	15	922	22	870	125,025	824
Socioeconomically Disadvantaged	32	871	81	870	2,774,640	743
English Learners	1		11	776	1,482,316	721
Students with Disabilities	8		35	748	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	0
Percent of Schools Currently in Program Improvement	---	0.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	35
Grade 1	22
Grade 2	19
Grade 3	18
Grade 4	29
Grade 5	17
Grade 6	27
Grade 7	26
Grade 8	28
Total Enrollment	221

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	81.9
American Indian or Alaska Native	0.5	Two or More Races	7.7
Asian	0.5	Socioeconomically Disadvantaged	16.7
Filipino	0.0	English Learners	0.9
Hispanic or Latino	6.3	Students with Disabilities	4.1
Native Hawaiian/Pacific Islander	0.5		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	0	0	7.3	3	0	0	18	2	0	0
1	20	1	0	0	8.5	2	0	0	20	1	0	0
2	20	1	0	0	10.3	3	0	0	20	1	0	0
3	20	1	0	0	12.5	2	0	0	20	1	0	0
4	13	1	0	0	17	1	0	0	22	0	1	0
5	24	0	1	0	13	3	0	0	17	1	0	0
6	22	0	1	0					25	0	1	0
Other	0	0	0	0					0	0	0	0

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	2010-11				2011-12				2012-13			
	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	25	0	3	0	25	0	3	0	25	0	3	0
Mathematics	25	0	3	0	25	0	3	0	25	0	3	0
Science	25	0	3	0	25	0	3	0	25	0	3	
Social Science	25	0	3	0	25	0	3	0	14	0	3	0

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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. Evacuation 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 2011 and 2012 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, driveway and playground repair, egress road development, lockdown procedures and campus evacuation as well as student emotional safety and positive student communication.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.6			3.38	1.0	
Expulsions	0	0	0	0		

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Newcastle 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 remodeling on campus includes the a new kindergarten playground, the addition of another portable on site to house the kindergarten classes, a new staff/workroom and repaving of all the playgrounds. In addition, safety cameras were installed to lkeep the campus free from vandalism and graffetti.

Cleaning Process

All 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. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 1/29/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Bld. 400/gym: gym entry roof duct work needs resealing; roof PVC membranes and flashing need to be replaced
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]	[]	Bld. 400/gym: gym entry roof duct work needs resealing; roof PVC membranes and flashing need to be replaced BLDG's 100/200/300: exterior wood trim needs replacing; room PVC membranes & flashing need replacing; window wood trim needs replacing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	BLDG's 100/200/300: exterior wood trim needs replacing; room PVC membranes & flashing need replacing; window wood trim needs replacing Parking areas: main parking area asphalt needs to be replaced; cracked concrete by flagpole needs to be replaced uppr grade playground and ball field: ball field and perimeter back drains need to be fixed

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	21	21	21	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	90	10
High-Poverty Schools in District	90	10
Low-Poverty Schools in District		

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/12/13

Newcastle Elementary School District held a Public Hearing on September 12th, 2013, 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 6: Houghton Mifflan Kindergarten-Grade 5: Handwriting Without Tears Grade 6: Pearson Grade 4-5: Step Up To Writing	Yes	0%
Mathematics	Kindergarten-Grade 1: Saxon Grade 2-5: McGraw Hill Grade 6: CPM	Yes	0%
Science	Kindergarten: California Science Grade 1: Scott Grade 2-5: Scott Foresman Grade 6: Prentice Hall	Yes	0%
History-Social Science	Kindergarten: Character Building/Anti Bullying Kindergarten-Grade 5: Scott Foresman Grade 6: TCI History Alive	Yes	0%
Health	https://www.healthteacher.com/	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site				
District	---	---		
Percent Difference: School Site and District	---	---		
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---		

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Newcastle Elementary School District spent an average of \$12,630 to educate each student (based on 2010-11 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 receives state and federal funding for the following categorical funds and other support programs.

Title I services are provided for students needing assistance in grades 1-6 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 the School Improvement Program. In addition a 40% certificated technology mentor is funded through the REAP grant and district general funds. Each classroom teacher has an instructional assistant for a minimum of 30 minutes each day, funded through Title 1 or the School Improvement fund. The Safe Schools, and a 100% writing/literacy coach and GATE coordinator is funding through general funds, professional development funds, and GATE funding. Title IV and Title VI fund the library program, part of the after school sports program, STAR Math, Accelerated Math, Star Reading and Accelerated Reading programs. The Gifted and Talented Education Enrichment funds the GATE program along with some Reading Chain and Literature Circle time and supplemental math instruction. In addition, we receive after school remediation funds, Special Education, EIA, BTSA and PAR funding. The above funding sources also support release time and staff development.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,719
Mid-Range Teacher Salary		\$55,637
Highest Teacher Salary		\$70,797
Average Principal Salary (Elementary)		\$90,284
Average Principal Salary (Middle)		\$94,675
Average Principal Salary (High)		\$85,183
Superintendent Salary		\$104,272
Percent of Budget for Teacher Salaries	42.0%	35.5%
Percent of Budget for Administrative Salaries	8.9%	6.5%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Newcastle Elementary School District offered two staff development days for 2012-13 and two staff development days for 2011-12. Teachers attend workshops which support the implementation of schoolwide and professional growth goals. Instructional assistants are also given an opportunity to attend workshops which support the curriculum. The emphasis of the current staff development program is on project-based instruction and 21st Century skills with a focus on differentiated instruction, Common Core Implementation, Assessment, Step Up to Writing, technology integration, Google Apps, web design, and data analysis. In addition, Individual staff and teacher groups received additional training in Mac technologies, best practices in math, health, anti bullying strategies and character education