

# Newcastle Charter School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Newcastle Charter School
<b>Street</b>	8951 Valley View Drive
<b>City, State, Zip</b>	Newcastle, CA 95658
<b>Phone Number</b>	(916) 663-3307
<b>Principal</b>	Liz Staton
<b>E-mail Address</b>	<a href="mailto:lstaton@newcastle.k12.ca.us">lstaton@newcastle.k12.ca.us</a>
<b>Web Site</b>	<a href="http://nec.newcastledistrict.org">http://nec.newcastledistrict.org</a>
<b>CDS Code</b>	3166852 26031157

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

### **School Description and Mission Statement (School Year 2016-17)**

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 450 students, it is still a small and close-knit community school serving TK-8th 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, arts, and technology. Differentiated instruction and intervention occurs at every grade level through daily "Flex" time. 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.

All students in K-6 receive weekly instruction in Spanish, music, P.E., and technology classes. Sixth through eighth grade students participate in the exploratory program where elective classes such as Leadership, Band, Art, and character development, and technology skills are offered. Students who qualify may participate in additional after school activities such as school sports, STEM, Odyssey of the Mind, Strings Orchestra, and Rockstar. 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.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	51
Grade 1	29
Grade 2	36
Grade 3	27
Grade 4	24
Grade 5	27
Grade 6	30
Grade 7	39
Grade 8	20
<b>Total Enrollment</b>	<b>283</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0
Hispanic or Latino	3.9
Native Hawaiian or Pacific Islander	0
White	85.9
Two or More Races	5.3
Socioeconomically Disadvantaged	14.8
English Learners	0.7
Students with Disabilities	6
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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	21	23	23
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.0	1.0

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 2016-17)

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten-Grade 5: Benchmark Kindergarten-Grade 3: Handwriting Without Tears Grade 6-8: Springboard 2016 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Kindergarten-Grade 8: Second Steps Kindergarten-Grade 5: Scott Foresman Grade 6-8: TCI History Alive	Yes	0%
<b>Foreign Language</b>	DuLingo 6-8, Sombrero Time K-6	Yes	0%
<b>Health</b>	<a href="https://www.healthteacher.com">https://www.healthteacher.com</a> , FLASH, Positive Prevention	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. A new Director of Facilities and Maintenance position was put in place.

#### 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 and work orders are prioritized and completed in a timely manner. Maintenance completed this past year includes the installation of: new low flow porcelain, new faucets and bubblers in bathrooms, new interior LED lighting throughout campus, and a new fire alarm system. Recent property improvements to save energy include: addition of an (EMS) Energy Management System for our HVAC, installation of updated exterior light fixtures with photosensors.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/29/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/29/16				
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 of the most recent FIT report: 11/29/16				
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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	63	70	73	44	48
Mathematics	56	61	62	65	34	36

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 Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	26	25	96.2	68.0
	4	25	24	96.0	58.3
	5	28	27	96.4	81.5
	6	29	29	100.0	69.0
	7	37	35	94.6	45.7
	8	20	20	100.0	55.0
Male	3	11	11	100.0	63.6
	4	14	13	92.9	53.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	14	13	92.9	69.2
	6	20	20	100.0	65.0
	7	18	16	88.9	25.0
	8	--	--	--	--
<b>Female</b>	3	15	14	93.3	71.4
	4	11	11	100.0	63.6
	5	14	14	100.0	92.9
	6	--	--	--	--
	7	19	19	100.0	63.2
	8	--	--	--	--
<b>Black or African American</b>	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>American Indian or Alaska Native</b>	7	--	--	--	--
<b>Asian</b>	5	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
<b>White</b>	3	20	19	95.0	68.4
	4	24	23	95.8	60.9
	5	23	22	95.7	81.8
	6	23	23	100.0	65.2
	7	32	30	93.8	40.0
	8	18	18	100.0	55.6
<b>Two or More Races</b>	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	26	25	96.2	60.0
	4	25	23	92.0	60.9
	5	28	27	96.4	70.4
	6	29	29	100.0	51.7
	7	37	35	94.6	57.1
	8	20	20	100.0	70.0
Male	3	11	11	100.0	54.5
	4	14	13	92.9	61.5
	5	14	13	92.9	69.2
	6	20	20	100.0	55.0
	7	18	16	88.9	56.3
	8	--	--	--	--
Female	3	15	14	93.3	64.3
	4	11	10	90.9	60.0
	5	14	14	100.0	71.4
	6	--	--	--	--
	7	19	19	100.0	57.9
	8	--	--	--	--
Black or African American	3	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
<b>American Indian or Alaska Native</b>	7	--	--	--	--
<b>Asian</b>	5	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
<b>White</b>	3	20	19	95.0	57.9
	4	24	22	91.7	59.1
	5	23	22	95.7	68.2
	6	23	23	100.0	47.8
	7	32	30	93.8	60.0
	8	18	18	100.0	77.8
<b>Two or More Races</b>	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	87	91	79	84	79	82	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	48	47	97.9	78.7
<b>Male</b>	24	23	95.8	73.9
<b>Female</b>	24	24	100.0	83.3
<b>White</b>	41	40	97.6	82.5

Note: 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.

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (School Year 2016-17)

Newcastle Elementary/Charter School is a focal point for students, their parents, and the 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 docents. Opportunities for parents to take on leadership roles occur through regular meetings of 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, Scouts, Newcastle Fire Protection District and the Newcastle Community and Business Associations. Parents and community members who wish to participate on school committees or volunteer on campus 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.2	0.4	2.1	0.6	0.8	1.4	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

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. It is reviewed annually by community experts, stakeholder groups, and the Newcastle School Board. Safety drills are held monthly and evacuation procedures are communicated to parents, The school staff and guest speakers from the Placer County Sheriff's office explain policies and the law in annual assemblies that focus on prevention, safety, behavior expectations, bullying, and digital citizenship.

## 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.

#### Federal Intervention Program (School Year 2016-17)

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

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	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	16	3			15	3			15	3		
1	12	2			17	2			17	2		
2	11	2			12	2			12	2		
3	9	2			13	2			13	2		
4	10	2			11	2			11	2		
5	19	2			12	2			12	2		
6	12	12			19	6	6		19	6	6	

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	2013-14				2014-15				2015-16			
	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			13	4			13	4		
Mathematics	11	5			7	3			7	3		
Science	14	4			13	4			13	4		
Social Science	14	4			13	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 2015-16)**

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	.4	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	.8	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8618	1467	7,151	64,784
District	N/A	N/A	7,955	\$62,817
Percent Difference: School Site and District	N/A	N/A	-10.1	3.1
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	26.0	6.2

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

**Types of Services Funded (Fiscal Year 2015-16)**

Title I services are provided for students needing assistance in grades 1-8 in reading and math. Each classroom teacher has an instructional assistant for a minimum of 30 minutes each day, funded through Title 1.

Unrestricted general funds are used to support learning at Newcastle in a variety of specialized areas including technology, intervention, enrichment, and professional development.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,965	\$41,085
Mid-Range Teacher Salary	\$56,711	\$59,415
Highest Teacher Salary	\$81,267	\$75,998
Average Principal Salary (Elementary)	\$99,498	\$100,438
Average Principal Salary (Middle)	\$99,498	\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$141,200	\$116,069
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	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 2016-17 and two staff development days for the 2 previous years. At least one minimum day each month is used for teacher training. Present emphasis includes growth mindset, rigor and instruction as it relates to Common Core Implementation, technology integration, student data analysis, Positive Behavior Intervention Support (PBIS) and Universal Design for Learning (UDL). School staff complete trainings which support the implementation of school-wide goals relating to student achievement, positive behavior supports, and safety.