

# NEWCASTLE ELEMENTARY SCHOOL DISTRICT

## NEWCASTLE ELEMENTARY SCHOOL

### 2008-2009 SCHOOL ACCOUNTABILITY REPORT CARD



8951 Valley View Dr.  
Newcastle, CA 95658  
(916) 663-3307

Kathleen Daugherty  
Superintendent/  
Principal

#### Board of Directors

John Fenner  
President

Michael Leydon  
Tara Odell  
Sam Moore  
Ken Hansen  
Members

[www.newcastle.k12.ca.us](http://www.newcastle.k12.ca.us)

#### VISION & MISSION STATEMENT

##### *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.

##### *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*"

#### SCHOOL PROFILE

Newcastle Elementary School 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 has grown to over 360 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. Student demographics are shown in the chart.

| Student Enrollment by Ethnic Group |            |
|------------------------------------|------------|
| 2009-10                            |            |
|                                    | Percentage |
| African American                   | 1.0%       |
| American Indian                    | 1.5%       |
| Asian                              | 3.5%       |
| Caucasian                          | 80.9%      |
| Hispanic or Latino                 | 8.5%       |
| Multiple or No Response            | 4.5%       |

The school provides for academic achievement through an articulated, integrated and rigorous curricular program which is focused on the standards and rich with art, music, drama, and dance. 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. 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.

#### CONTACT INFORMATION

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Newcastle Elementary at (916) 663-3307.

## DISCIPLINE & CLIMATE FOR LEARNING

Newcastle Charter School is committed to excellence in education as evidenced by the caring and nurturing of the students. Each classroom is provided instructional assistant time to support student learning. After school homework clinics and subject skills classes are available three to four days a week for students needing extra support in curriculum or organization. The computer lab and library are open and available to students before and after school on identified days of the week. Clearly defined school rules and a clearly articulated, proactive and progressive assertive discipline policy both contribute to a positive, safe learning environment. The discipline policy is reviewed and updated annually by a committee of parents and staff. Monthly newsletters communicate rules and policy reminders to students and parents. Policies are available on the district website.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

| Suspensions & Expulsions |        |       |       |          |       |       |
|--------------------------|--------|-------|-------|----------|-------|-------|
|                          | School |       |       | District |       |       |
|                          | 06-07  | 07-08 | 08-09 | 06-07    | 07-08 | 08-09 |
| Suspensions              | 5      | 13    | 12    | 6        | 14    | 14    |
| Suspension Rate          | 2.3%   | 6.3%  | 6.0%  | 1.74%    | 4.1%  | 3.9%  |
| Expulsions               | 0      | 0     | 0     | 0        | 0     | 0     |
| Expulsion Rate           | 0.0%   | 0.0%  | 0.0%  | 0.0%     | 0.0%  | 0.0%  |

### Extracurricular Activities

All students are offered weekly classroom music and technology programs. In addition, fifth through eighth grade students have the opportunity to select classes of interest ranging from the arts to foreign language through the elective/exploratory program. The leadership program and the yearbook class offer additional experiences for students. An after school drama program is available to students in grades four to eight and the after school sports program is available students in grades six to eight.

### 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, Honor Society 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.

## CLASS SIZE REDUCTION

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Newcastle Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

|   | CSR Participation |         |         |
|---|-------------------|---------|---------|
|   | 2006-07           | 2007-08 | 2008-09 |
| K | 100%              | 100%    | 100%    |
| 1 | 100%              | 100%    | 100%    |
| 2 | 100%              | 100%    | 100%    |
| 3 | 100%              | -       | -       |

## CLASS SIZE

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

|    | Class Size Distribution |    |    |                        |    |    |                |    |    |              |    |   |
|----|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|---|
|    | Average Class Size      |    |    | Classrooms Containing: |    |    |                |    |    |              |    |   |
|    |                         |    |    | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |   |
| 07 | 08                      | 09 | 07 | 08                     | 09 | 07 | 08             | 09 | 07 | 08           | 09 |   |
| K  | 17                      | 12 | 19 | 2                      | 2  | 2  | -              | -  | -  | -            | -  | - |
| 1  | 19                      | 18 | 15 | 1                      | 1  | 1  | -              | -  | -  | -            | -  | - |
| 2  | 19                      | 19 | 20 | 1                      | 1  | 2  | -              | -  | -  | -            | -  | - |
| 3  | 14                      | -  | -  | 1                      | -  | -  | -              | -  | -  | -            | -  | - |
| 4  | 27                      | 31 | 25 | -                      | -  | -  | 1              | 1  | 1  | -            | -  | - |
| 5  | -                       | 28 | 23 | -                      | -  | -  | -              | 1  | 1  | -            | -  | - |

## SCHOOL ATTENDANCE & ENROLLMENT

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. This chart illustrates the enrollment trend by grade level for the past three school years.

|     | Enrollment Trend by Grade Level |         |         |
|-----|---------------------------------|---------|---------|
|     | 2006-07                         | 2007-08 | 2008-09 |
| K   | 20                              | 12      | 16      |
| 1st | 23                              | 22      | 13      |
| 2nd | 26                              | 21      | 23      |
| 3rd | 17                              | 26      | 19      |
| 4th | 34                              | 21      | 26      |
| 5th | 19                              | 33      | 22      |
| 6th | 27                              | 25      | 31      |
| 7th | 21                              | 24      | 26      |
| 8th | 32                              | 23      | 23      |

## INSTRUCTIONAL TIME

For 2008-09, Newcastle Elementary offered 180 days of instruction, comprised of 160 regular days and 20 minimum days. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

|     | Instructional Minutes By Grade Level |                |
|-----|--------------------------------------|----------------|
|     | Minutes Required                     | Actual Minutes |
| K   | 36,000                               | 46,860         |
| 1st | 50,400                               | 54,820         |
| 2nd | 50,400                               | 54,820         |
| 3rd | 50,400                               | 54,820         |
| 4th | 54,000                               | 55,537         |
| 5th | 54,000                               | 55,537         |
| 6th | 54,000                               | 55,537         |
| 7th | 54,000                               | 55,537         |
| 8th | 54,000                               | 55,537         |

## INSTRUCTIONAL MATERIALS

Newcastle Elementary School District held a Public Hearing on August 18th, 2009, 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.

**District-Adopted Textbooks**

| Grade Levels | Subject                    | Publisher              | Adoption Year | Sufficient | % Lacking |
|--------------|----------------------------|------------------------|---------------|------------|-----------|
| 6th          | Mathematics                | CGP Math               | 2008          | Yes        | 0.0%      |
| 7th-8th      | Mathematics                | CPM Educational        | 2008          | Yes        | 0.0%      |
| 4th          | Mathematics                | MacMillan              | 2008          | Yes        | 0.0%      |
| K-3          | Mathematics                | Saxon                  | 2008          | Yes        | 0.0%      |
| 7th-8th      | Mathematics                | UCLA Math              | 2008          | Yes        | 0.0%      |
| 6th-8th      | Reading/<br>Language Arts  | Holt                   | 2005          | Yes        | 0.0%      |
| K-5          | Reading/<br>Language Arts  | Houghton Mifflin       | 2008          | Yes        | 0.0%      |
| 6th-8th      | Science                    | Pearson Scott Foresman | 2007          | Yes        | 0.0%      |
| K-5          | Science                    | Scott Foresman         | 2007          | Yes        | 0.0%      |
| 6th-8th      | Social Science/<br>History | Holt                   | 2007          | Yes        | 0.0%      |
| K-5          | Social Science/<br>History | Scott Foresman         | 2007          | Yes        | 0.0%      |

### Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Placer County public libraries which contain numerous computer workstations.

## CURRICULUM DEVELOPMENT

The curriculum at Newcastle Charter School is driven by state standards, which have been extended by teachers in each of the content areas. Instruction centers on specific content standards with goals and objectives at each grade level designed to ensure students meet adopted district and state standards. All students have access to the core curriculum with support and services for students with special needs in an integrated and differentiated approach.

All students are regularly assessed each trimester using state and district tools that allow staff to monitor each child's progress toward standards. Teachers conduct formal conferences with parents at the end of the first and second trimesters. Information regarding individual, grade level and district-wide assessments is shared during the conferences. Teachers inform parents of students who are at-risk of retention and provide regular feedback as they monitor learning. The school community is informed of school successes at Back-to-School Night and school wide concerts, through newsletters, at Site Council meetings, on the website, through School Board Meetings and through the Parent Teacher Club (PTC) meetings.

## SUPPORT STAFF

It is the goal of Newcastle Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Newcastle Elementary.

**Counseling & Support Services Staff**

|  | Number of Staff | Full Time Equivalent |
|--|-----------------|----------------------|
| Library Technician                     | 1               | 1.0                  |
| Nurse                                  | 1               | 0.15                 |
| Psychologist                           | 1               | 0.20                 |
| Reading Specialist                     | 1               | 0.60                 |
| Speech/Language/<br>Hearing Specialist | 1               | 0.40                 |

The special education staff provides both in-class and pull-out services for students that have Individualized Education Plans, as well as non-special education students that need extra support in language arts and math. Students qualifying for Title I receive individual and small group instruction in reading and math.

Identified third through fifth grade GATE students (Gifted and Talented) have opportunities to participate in a weekly-specialized program designed to meet their unique needs, while sixth through eighth grade students participate in specialized daily and weekly classes through the elective/exploratory program.

English Language Learners receive assistance in their regular classrooms and additional support from specially trained personnel, as needed. The lunchtime Lunch Bunch (serving student's study and behavior needs in grades first through eighth) along with after school language arts and math skill centers and homework clinics are available to students in grades third through eighth. A four-week summer school program is also available for kindergarten through eighth grade students needing remedial instruction.

## STAFF DEVELOPMENT

Newcastle Elementary School District offered three staff development days annually for the past three years. Teachers attend workshops which support the implementation of school-wide 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 differentiated instruction, Response to Intervention (RtI), Step Up to Writing, technology integration, web design, and assessment and data analysis.

## PARENT & COMMUNITY 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, Reading Chain Leaders, Art Docent, Garden Docent, 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 component of the district.

We enjoy active partnerships with various clubs, churches, and organizations such as the Newcastle Golden Spike Lions, Newcastle 4-H,

Scouting, and the Newcastle Community Association. Students are held accountable for participating school and community service projects before promotion to high school.

## DATA SOURCES

Data within the SARC was provided by Newcastle Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## CALIFORNIA STANDARDS TEST (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) |        |      |      |          |      |      |       |      |      |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject                         | School |      |      | District |      |      | State |      |      |
|                                 | 2007   | 2008 | 2009 | 2007     | 2008 | 2009 | 2007  | 2008 | 2009 |
| English/Language Arts           | 67     | 65   | 69   | 70       | 67   | 72   | 43    | 46   | 50   |
| Mathematics                     | 69     | 64   | 69   | 71       | 65   | 70   | 40    | 43   | 46   |
| Science                         | 55     | 62   | 56   | 61       | 64   | 61   | 38    | 46   | 50   |
| History/Social Science          | 65     | 43   | 22   | 68       | 53   | 32   | 33    | 36   | 41   |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

| California Standards Test (CST)    |                              |             |         |                               |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups                          |                              |             |         |                               |
| Subject                            | English/<br>Language<br>Arts | Mathematics | Science | History/<br>Social<br>Science |
| African American                   | *                            | *           | *       | *                             |
| American Indian                    | *                            | *           |         |                               |
| Asian                              | *                            | *           | *       | *                             |
| Hispanic or Latino                 | 61                           | 65          | *       | *                             |
| Caucasian                          | 70                           | 70          | 61      | 25                            |
| Males                              | 56                           | 60          | 65      | 29                            |
| Females                            | 81                           | 77          | 41      | *                             |
| Socioeconomically<br>Disadvantaged | 50                           | 63          | *       | *                             |
| English Learners                   | *                            | *           |         |                               |
| Students with<br>Disabilities      | 50                           | 50          | *       | *                             |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

| API School Results   |       |       |       |                       |
|----------------------|-------|-------|-------|-----------------------|
|                      | 06-07 | 07-08 | 08-09 | 2010 API Growth Score |
| Statewide Rank       | 8     | 8     | 8     |                       |
| Similar Schools Rank | 4     | 4     | 5     |                       |
| All Students         |       |       |       |                       |
| Actual Growth        | -4    | 1     | 12    | 855                   |
| Caucasian            |       |       |       |                       |
| Actual Growth        | -3    | -1    | 13    | 860                   |

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of Students with Disabilities (SD) and English Language Learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard>. Reporting scores for each subject area is not available for the same year, reading scores reflect results from 2007 and mathematics scores reflect results from 2009.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English Language Learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

| National Assessment of Educational Progress<br>Reading and Mathematics Results for Grades 4 & 8<br>By Performance Level - All Students |                     |          |                             |            |          |
|--|---------------------|----------|-----------------------------|------------|----------|
|  | Average Scale Score |          | % at Each Achievement Level |            |          |
|  | State               | National | Basic                       | Proficient | Advanced |
| Reading 2007 Grade 4   | 209                 | 220      | 30                          | 18         | 5        |
| Reading 2007 Grade 8   | 251                 | 261      | 41                          | 20         | 2        |
| Math 2009 Grade 4  | 232                 | 239      | 41                          | 25         | 5        |
| Math 2009 Grade 8  | 270                 | 282      | 36                          | 18         | 5        |

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

|                      | Participation Rate |     |          |     |
|----------------------|--------------------|-----|----------|-----|
|                      | State              |     | National |     |
|                      | SD                 | ELL | SD       | ELL |
| Reading 2007 Grade 4 | 74                 | 93  | 65       | 80  |
| Reading 2007 Grade 8 | 78                 | 92  | 66       | 77  |
| Math 2009 Grade 4    | 79                 | 96  | 84       | 94  |
| Math 2009 Grade 8    | 85                 | 96  | 78       | 92  |

## ADEQUATE YEARLY PROGRESS (AYP)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

| Adequate Yearly Progress (AYP) |                         |             |                         |             |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall               | School                  |             | District                |             |
|                                | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria               | Yes                     | Yes         | Yes                     | Yes         |
| Participation Rate             | Yes                     | Yes         | Yes                     | Yes         |
| Percent Proficient             | Yes                     | Yes         | Yes                     | Yes         |
| API School Results             | Yes                     |             | Yes                     |             |
| Graduation Rate                | N/A                     |             | N/A                     |             |

## FEDERAL INTERVENTION PROGRAM

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 (English/language arts 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.

| Federal Intervention Programs   |           |           |
|---------------------------------|-----------|-----------|
|                                 | School    | District  |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI                | -         | -         |
| Year in PI (2010-11)            | -         | -         |
| # of Schools Currently in PI    | -         | 0         |
| % of Schools Identified for PI  | -         | 0.00%     |

## PHYSICAL FITNESS

In the spring of each year, Newcastle Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. For the 2008-09 school year, 0% of all fifth and seventh graders at Newcastle Elementary met the standards in all six fitness areas.

## TEACHER ASSIGNMENT

Newcastle Elementary recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Newcastle Elementary had nine fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

|                          | Teacher Credential Status |       |       |          |
|--------------------------|---------------------------|-------|-------|----------|
|                          | School                    |       |       | District |
|                          | 08-09                     | 07-08 | 08-09 | 08-09    |
| Fully Credentialed       | 9                         | 8     | 9     | 17       |
| Without Full Credentials | 0                         | 0     | 0     | 0        |
| Working Outside Subject  | 0                         | 0     | 0     | 0        |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

|  | Misassignments/Vacancies |          |          |
|--|--------------------------|----------|----------|
|  | 07-08                    | 08-09    | 09-10    |
| Misassignments of Teachers of English Learners | 0                        | 0        | 0        |
| Misassignments of Teachers (other)             | 0                        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>0</b>                 | <b>0</b> | <b>0</b> |
| Vacant Teacher Positions                       | 0                        | 0        | 0        |

## HIGHLY QUALIFIED TEACHERS

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

|                                  | NCLB Compliant Teachers                                      |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| This School                      | 100.0  | 0.0  |
| All Schools in District          | 94.1   | 5.9  |
| High-Poverty Schools in District | 94.1   | 5.9  |
| Low-Poverty Schools in District  |  |  |

## SCHOOL FACILITIES

Newcastle 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 and the addition of another portable on site to house the kindergarten classes and a new staff/workroom.

### 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 Conditions                                  |                                  |      |      |   |
|---|----------------------------------|------|------|---|
| Date of Last Inspection: 12/15/2009                         |                                  |      |      |   |
| Overall Summary of School Facility Conditions: Good         |                                  |      |      |   |
| Items Inspected   | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned  |
|   | Good                             | Fair | Poor |   |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                       |                                  | X    |      | Permanent Buildings - Gym Kitchen vent ducting needs to be updated. Permanent Buildings - Sewer lines need to be replaced.                                  |
| Interior  | X                                |      |      |   |
| Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation) | X                                |      |      |   |
| Electrical  | X                                |      |      |   |
| Restrooms/Fountains   | X                                |      |      | Upper and lower primary playgrounds - Lower primary water fountain and exterior waterfountains on buildings 100 & 200 need to be upgraded.                  |
| Safety (Fire Safety, Hazardous Materials)                   | X                                |      |      |   |
| Structural (Structural Damage, Roofs)                       | X                                |      |      | Permanent Buildings - Roof flashing and membrane needs to be replaced. Permanent Buildings - Buildings 100,200,300 exterior wood needs to be replaced.      |
| External (Grounds, Windows, Doors, Gates, Fences)           |                                  | X    |      | Uppergrade playground and ball field - Upper grade playground asphalt needs to be replaced. Parking Areas - Main parking area asphalt needs to be replaced. |

## Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year the district allocated \$24,500 for the deferred maintenance program. This represents approximately 2% of the district's general fund budget. Deferred maintenance projects includes painting, playground water fountains, resurfacing the driveway and playgrounds, and replacing the sewer lines.

## SAFE SCHOOL 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 2010 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, 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, as well as student emotional safety and positive student communication.

**SCHOOL SITE TEACHER SALARIES**

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2007-08 financial statements).

| Average Teacher Salaries        |          |
|---------------------------------|----------|
| School & District               |          |
| School                          | \$54,354 |
| District                        | \$54,354 |
| Percentage of Variation         | 0.0%     |
| School & State                  |          |
| All Elementary School Districts | \$56,284 |
| Percentage of Variation         | 3.43%    |

**TEACHER & ADMINISTRATIVE SALARIES**

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

| Average Salary Information               |          |           |
|--|----------|-----------|
| Teachers - Principal - Superintendent    |          |           |
| 2008-09                                  |          |           |
|  | District | State     |
| Beginning Teachers                       |          | \$38,481  |
| Mid-Range Teachers                       |          | \$55,789  |
| Highest Teachers                         |          | \$70,849  |
| Elementary School Principals             |          | \$88,862  |
| Middle School Principals                 |          | \$94,015  |
| High School Principals                   |          | \$97,594  |
| Superintendent                           |          | \$110,994 |
| Salaries as a Percentage of Total Budget |          |           |
| Teacher Salaries                         | 41.20%   | 37.20%    |
| Administrative Salaries                  | 3.90%    | 6.60%     |

**DISTRICT EXPENDITURES & REVENUES**

Newcastle Elementary School District spent an average of \$11,691 to educate each student (based on 2007-08 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.

| Expenditures per Pupil                            |         |
|---|---------|
| School  |         |
| Total Expenditures Per Pupil                      | \$8,696 |
| From Restricted Sources                           | \$1,634 |
| From Unrestricted Sources                         | \$7,062 |
| District  |         |
| From Unrestricted Sources                         | \$7,062 |
| Percentage of Variation between School & District | 0.0%    |
| State   |         |
| From Unrestricted Sources                         | \$5,512 |
| Percentage of Variation between School & State    | 28.12%  |

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, TUPE, EIA, BTSA and PAR funding. The above funding sources also support release time and staff development.