

# NEWCASTLE ELEMENTARY SCHOOL DISTRICT

## NEWCASTLE ELEMENTARY SCHOOL

### 2009-2010 SCHOOL ACCOUNTABILITY REPORT CARD



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#### **VISION & MISSION STATEMENT**

##### *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 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.

#### **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	0.5%
American Indian	2.9%
Asian	2.9%
Filipino	-
Hispanic or Latino	10.1%
Pacific Islander	-
White	79.8%
Two or More	2.9%
None Reported	1.0%

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 learn and be successful, but not necessarily in the same way or on the same day.

## DISCIPLINE & CLIMATE FOR LEARNING

Newcastle Elementary 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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	13	12	5	14	14	5
Suspension Rate	6.3%	6.0%	2.4%	4.1%	3.9%	1.1%
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, sixth 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. New this year is the addition of Monday enrichment classes which allow students to choose activities ranging from Karate and Drama to cooking, crafts, golf and guitar.

### 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		
	2007-08	2008-09	2009-10
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	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:								
	08	09	10	1-20 Students		21-32 Students		33+ Students		08	09	10
K	12	19	9	2	2	2	-	-	-	-	-	-
1	18	15	8	1	1	2	-	-	-	-	-	-
2	19	20	5	1	2	2	-	-	-	-	-	-
4	31	25	10	-	-	-	1	1	2	-	-	-
5	28	23	10	-	-	-	1	1	2	-	-	-
6	-	-	11	-	-	-	-	-	2	-	-	-
7	-	-	15	-	-	-	-	-	2	-	-	-
8	-	-	15	-	-	-	-	-	2	-	-	-

## 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		
	2007-08	2008-09	2009-10
K	12	16	18
1st	22	13	14
2nd	21	23	11
3rd	26	19	26
4th	21	26	24
5th	33	22	30
6th	25	31	24
7th	24	26	32
8th	23	23	29

## INSTRUCTIONAL TIME (INCLUDES MINIMUM DAYS)

For 2009-10, Newcastle Elementary offered 180 days of instruction, including 11 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 September 15th, 2010, 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/ Language Arts	Holt	2005	Yes	0.0%
K-5	Reading/ 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/ History	Holt	2007	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2007	Yes	0.0%

### *Additional Internet Access & Public Libraries*

Students have access to research materials and curriculum support through a computer lab, scheduled library time, and two mobile labs, as well as a bank of 4 computers and materials in each classroom. 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 Elementary 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. Internal intervention/enrichment time is scheduled on a daily basis for each grade level with Instructional Assistant Time dedicated to help students needing extra support to master the standards, and activities developed to offer enrichment for those needing extra challenges.

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.

The Charter Council and school staff are revising the focus of the school for the 2010-11 school year and moving into the 21st Century Skills theme with a focus on project-based instruction, while maintaining the visual and performing arts theme for the primary grades and technology literacy for the upper grades.

## 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/ 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 on a daily basis through the special daily time designated as intervention/enrichment for each grade level.

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 has been available for kindergarten through eighth grade students needing remedial instruction.

## STAFF DEVELOPMENT

Newcastle Elementary School District offered one staff development days for 2009-10 and three staff development days for 2008-09 and 2007-08. 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.

## 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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	65	69	72	67	72	73	46	50	52
Mathematics	64	69	65	65	70	68	43	46	48
Science	62	56	88	64	61	84	46	50	54
History/Social Science	43	22	72	53	32	65	36	41	44

\*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/ Language Arts	Mathematics	Science	History/ Social Science
District	73	68	84	65
School	72	65	88	72
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	61	61	*	*
Pacific Islander	*	*	*	*
White	74	66	89	77
Males	66	64	96	82
Females	76	66	81	67
Socioeconomically Disadvantaged	61	58	75	*
English Learners	*	*	*	*
Students with Disabilities	65	35	*	*
Migrant Education	*	*	*	*

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

## 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 2009-10 school year, [State Data]% of all fifth and seventh graders at Newcastle Elementary met the standards in all six fitness areas.

## 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%

## 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	07-08	08-09	09-10
Statewide	8	8	8
Similar Schools	4	5	5
All Students at the School			
Actual API Change	1	12	17
White			
Actual API Change	-1	13	14

\* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

Growth API			
	School	District	State
All Students at the School	870	878	767
White	878	892	838

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

## DATA SOURCES

Data within the SARC was provided by Newcastle Elementary School District, retrieved from the 2009-10 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.

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

## 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.

## TEACHER ASSIGNMENT

Newcastle Elementary recruits and employs the most qualified credentialed teachers. For the 2009-10 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
	07-08	08-09	09-10	09-10
	Fully Credentialed	8	9	9
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	08-09	09-10	10-11
	Misassignments of Teachers of English Learners	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
	School	100.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

## 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: 01/31/2011				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)		X		Building 400, Multipurpose/Gym, and Kitchen - Kitchen roof top ductwork needs repair or replacing. Bldg. 100, 200, & 300 - Exterior sewer lines need to be replaced.
Interior			X	Portable Restrooms - Girls restroom vinyl needs to be replaced.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Upper and Lower Primary Playgrounds - Upper and Lower primary water fountains need to be replaced.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)			X	Bldg. 100, 200, & 300 - Roof PVC membranes & flashing needs replacing. Building 400, Multipurpose/Gym, and Kitchen - Roof PCV membrane and flashing needs to be replaced.
External (Grounds, Windows, Doors, Gates, Fences)			X	Upper Grade Playground - Upper grade playground asphalt needs to be replaced. Parking Areas/Driveway - Main parking area asphalt needs to be replaced/cracked cement by flag pole area needs to be replaced. Bldg. 100, 200, & 300 - Building 100, 200, 300 exterior wood trim needs replacing; Window wood trim needs replacing.

## Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides funds 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 2009-10 school year the district did not allocate any additional funds for the deferred maintenance program. Deferred maintenance projects includes sewer line and roofing repair.

## 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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$55,542
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,352
Percentage of Variation	3.16%

## 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	-	\$38,905
Mid-Range Teachers	-	\$56,504
Highest Teachers	-	\$71,750
Elementary School Principals	-	\$92,053
Middle School Principals	-	\$95,666
High School Principals	-	\$94,401
Superintendent	-	\$111,055
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	38.9%
Administrative Salaries	4.5%	6.8%

## DISTRICT EXPENDITURES & REVENUES

Newcastle Elementary School District spent an average of \$12,630 to educate each student (based on 2008-09 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, TUPE, EIA, BTSa and PAR funding. The above funding sources also support release time and staff development.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,106
From Restricted Sources	\$1,160
From Unrestricted Sources	\$5,946
District	
From Unrestricted Sources	\$5,946
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	4.66%