

# Newcastle Charter School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Newcastle Charter School
Street	8951 Valley View Drive
City, State, Zip	Newcastle, CA 95658
Phone Number	916.663.3307
Principal	Dave Cory
Email Address	dcory@newcastle.k12.ca.us
Website	<a href="http://nec.newcastledistrict.org">http://nec.newcastledistrict.org</a>
County-District-School (CDS) Code	31668526031157

Entity	Contact Information
<b>District Name</b>	Newcastle Elementary School District
<b>Phone Number</b>	916.259.2832
<b>Superintendent</b>	Denny Rush
<b>Email Address</b>	drush@newcastle.k12.ca.us
<b>Website</b>	www.newcastle.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

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

### Motto:

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

### Vision:

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

### Mission:

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

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

Students receive differentiated instruction daily through flex time in the four core areas. Each class has the benefit of an instructional assistant to support instruction and small groups during this time. All students in K-7 receive weekly instruction in Spanish and music. Students who qualify may participate in additional activities such as after-school sports, band, choir, STEM classes, leadership, yearbook, history club, science/adventure club, and among others, Odyssey of the Mind. Newcastle Elementary/Charter School recognizes the social and academic value of a positive environment. A school-wide student recognition program honors exemplary student behavior and citizenship through the Stellar Knight program, Student of the Month, monthly character traits, and academic excellence.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	31
Grade 1	28
Grade 2	33
Grade 3	33
Grade 4	32
Grade 5	38
Grade 6	27
Grade 7	26
Grade 8	30
Total Enrollment	278

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	0.7
Hispanic or Latino	5.7
White	84.7
Two or More Races	4.6
Socioeconomically Disadvantaged	15.7
English Learners	1.1
Students with Disabilities	6.8
Foster Youth	0.01
Homeless	0.7

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	23	22	
Without Full Credential	1	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019, September

Newcastle Elementary School District held a Public Hearing on September 11, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten-Grade 5: Benchmark Advanced Kindergarten-Grade 3: Handwriting Without Tears Grade 6-8: Springboard Grade K-8: Step Up To Writing	Yes	0%
Mathematics	Kindergarten-Grade 5: Houghton Mifflin Expressions Grade 6-8: CPM	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Kindergarten: California Science Grade 1: Scott Foresman Grade 2-5: Scott Foresman Grade 6-8: Prentice Hall	Yes	0%
History-Social Science	Kindergarten-Grade 8: Second Steps Kindergarten-Grade 5: Scott Foresman Grade 6-8: TCI History Alive	Yes	0%
Foreign Language	Sombrero Time K-6	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 or more recently. The school is currently undergoing a multi-year modernization project. Property improvements in 2018 include remodeling the following: 18 classrooms, library, office, hallways, and portions of the district office. Additionally, fire systems, infrastructure for technology, plumbing, and electrical were updated as well.

#### Cleaning Process:

Classrooms, restrooms, and the cafeteria are cleaned on a daily basis using the guidelines developed by the 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.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

**Year and month of the most recent FIT report:** 12/18/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	72	70	72	72	50	50
<b>Mathematics (grades 3-8 and 11)</b>	58	54	63	63	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	185	99.46	0.54	70.27
Male	83	83	100.00	0.00	63.86
Female	103	102	99.03	0.97	75.49
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	153	152	99.35	0.65	71.71
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	54.29
English Learners	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	62.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	185	99.46	0.54	53.51
Male	83	83	100.00	0.00	51.81
Female	103	102	99.03	0.97	54.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	153	152	99.35	0.65	54.61
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	48.57
English Learners	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	37.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.1	31.6	34.2
7	15.4	42.3	23.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

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

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

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.9	1.4	1.3	0.9	1.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

A focus on safety has given Newcastle a campus that is free of violence, drugs, and crime. The Comprehensive School Safety Plan (CSSP) addresses all components of SB 187. The Site Safety Committee reviews the CSSP and conducts school safety inspections annually. Safety drills are held monthly and evacuation procedures are communicated to parents. The school staff explains policies about safety, behavior expectations, bullying and harassment annually to students and parents. Along with the annual February review and refinement of the Comprehensive Safety Plan, the Safe Schools Plan was also reviewed, refined and Board approved in Spring of 2018 by the School Site Council and the Newcastle School Board of Trustees.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	2			14	2			10		2	
1	16		2		19		2		14		2	
2	15		2		19		2		18		2	
3	17		2		16		2		19		2	
4	14		2		19	1	1		16		2	
5	14		2		14		2		19		2	
6	14		2		16		2		14		2	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.03
Social Worker	
Nurse	0.2

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	4.15
Other	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,548	\$2,667	\$10,881	\$79,297
District	N/A	N/A	\$13,547	\$79,297
Percent Difference - School Site and District	N/A	N/A	-21.8	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	36.7	19.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Newcastle Elementary School District spent an average of \$13,548 to educate each student in the 2017-18 school year. The table provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

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

Title I services are provided for students needing assistance in grades 1-8 in reading and math. Each classroom teacher has an instructional assistant for a minimum of 30 minutes and a minimum of 4 days a week, funded through Title 1 or the District designated School Improvement fund. A District GATE coordinator, Lexia, Renaissance 360, and iReady are funded via designated student support funds. The school operates an After School Homework Club for additional academic support. We receive Special Education funding and Professional Development. The above funding sources also support release time and staff development.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,059	\$45,252
Mid-Range Teacher Salary	\$62,628	\$65,210
Highest Teacher Salary	\$87,557	\$84,472
Average Principal Salary (Elementary)	\$116,498	\$107,614
Average Principal Salary (Middle)		\$112,242

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)		\$
Superintendent Salary	\$172,737	\$124,686
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	15%	7%

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

#### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

Newcastle Elementary School District offers a full day of per diem pay for Professional Development in addition to PD provided by the school and district. In-service days are provided prior to the start of the school and professional development is provided throughout the year with various offerings. In the 2019-2020 year there are 3 half days of PD in addition to 2 full days. Present emphasis includes rigor and instruction as it relates to Academic growth, technology integration, CPM (math), Benchmark (ELA), Universal Designed Learning (UDL) and Accessible Curriculum for All (ACA), Positive Behavior Intervention Support (PBIS), and training for NGSS. School staff also attends training which supports the implementation of school-wide goals relating to student achievement and safety. Methodology for training selections is multifaceted. Trainings are targeted for new standards and curriculum. They also are selected to support new technology and student support needs. Trainings take place on early release Mondays, during the regular week and on weekends.