



2023-2024

Newcomb Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

School Demographics

School Demographics			
	School	District	State

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings
Written Analysis
<p>81% of students in Grades 3-8 met/exceeded SBAC ELA standards, an decrease of 2% from the year prior.</p> <p>Gr. 3: 76%, a 3% decrease Gr. 4: 76%, a 2% decrease Gr. 5: 85%, a 5% increase Gr. 6: 77%, a 3% increase Gr. 7: 85%, a 1% decrease Gr. 8: 87%, a 2% decrease</p> <p>The ELA achievement gap decreased by 14% between the Caucasian subgroup and the African American student subgroup.</p> <p>66% of our EL+RFEP students in Grades 3-8 met/exceeded SBAC ELA standards, an increase of 24% from the year prior. The gap decreased from 34% to</p>

15%.

38% of our Homeless/Foster students in Grades 3-8 met/exceeded SBAC ELA, a decrease of 12% from the year prior.

62% of our Low Income students in Grades 3-8 met/exceeded SBAC ELA, an increase of 11% from the year prior.

43% of our SpEd and SpEd Speech/RSP students in Grades 3-8 met/exceeded SBAC ELA standards, an increase of 17% from the year prior. The gap decreased from 48% to 37%.

88% of K-5 students passed the Benchmark Book Assessment, a 3% increase from the year prior.

90% of K-2 students met the Foundational Reading Skills Assessment proficiency (FRSA), a 1% increase from the year prior. The district goal for K-2 FRSA is 85%.

The overall gains in SBAC ELA proficiency might be attributed to:

increased use of practice tests

use of IAB items as teaching tools

analysis of SBAC scatterplot data to identify distance from level improvement and provide strategic intervention

SBAC testing in own classroom vs. computer lab with another teacher

SBAC testing spread out over more days to prevent testing fatigue, however the SBAC testing window is shorter than in years past.

Grade level meetings for progress monitoring, increased collaboration, planning and accountability

spillover effect of increased student self-efficacy from Math Development double block courses

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

By June 2024, 86% of our gr. 3-8 students will score met/exceeded on SBAC English/Language Arts, a 6% improvement from 2023. In addition, By June 2023, at least 5% more students in the lowest performing subgroups will score met/exceeded on SBAC ELA. 80% of African American students will score met/exceeded on SBAC ELA, a 4% increase from 2023. 57% of our Speech/RSP students will score met/exceeded on SBAC ELA, a 14% increase from 2023. By June 2024, 91% of our K-2 students will score met/exceeded on the Foundational Reading Skills Assessment (FRSA), a 1% improvement from 2023. At the December and June progress reporting dates, 75% of our SpHC students will score 4s for 75% or more of their individual education plan goals (IEP), indicating that they are making adequate progress towards their annual goals.

Newcomb's action plan to achieve the above goals in elementary ELA the team will administer i-Ready 3 times a Year. The staff will analyze i-Ready Data in August, October, February, and May during Grade Level Planning. Intervention support will include IIC & Literacy Specialist to work with students in Gr. 1 - 2. We have also added push in and pull out math support in grades 3-5. Additionally, our IIC will engage grade levels in collaboration to plan units, analyze data, and look at student work. Teachers will also participate in district wide QCI trainings and the implementation of quality core instructional practices in the classroom.

Goal achievement in Middle School ELA will be accomplished by iReady Administration - 3 Times a Year. Teachers will also administer Unit Performance Tasks, along with district Edulastic Unit Assessments. Teams will meet regularly to analyze iReady Data in August, October, February, and May during Grade Level Planning. To support students who are below standard. Newcomb will incorporate CCR ELA Classes in 6th - 8th Grade. The IIC will engage grade levels in monthly collaboration to plan units, analyze unit performance task data, and look at student work.

To ensure goal attainment the Newcomb team will establishment a PDSA Cycle, application of SMART Goals, analyze Formative Assessments, looking at Student Work, NSI Grant-Related Activities using PDSA Cycle.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

79% of students in Grades 3-8 met/exceeded SBAC Math standards in 2022-23, an increase of 1% from the year prior. Gr. 3: 85%, a 1% decrease Gr. 4: 80%, a 3% decrease Gr. 5: 81%, a 4% increase Gr. 6: 71%, an 2% decrease Gr. 7: 72%, a 5% increase Gr. 8: 71%, a 0% increase The Math achievement gap is at 8% a decrease to a 8% gap between the Caucasian subgroup and the African American student subgroup. AA students at Newcomb are outperforming students across the district in many sub groups. 39% of our EL+RFEP students in Grades 3-8 met/exceeded SBAC Math standards, a decrease of 26% from the year prior. 40% of our Homeless/Foster students in Grades 3-8 met/exceeded SBAC Math, a decrease of 6% from the year prior. 56% of our Low Income students in Grades 3-8 met/exceeded SBAC Math, a decrease of 14% from the year prior. 40% of our SpEd and SpEd Speech/RSP students in Grades 3-8 met/exceeded SBAC Math standards, an increase of 8% from the year prior. The gap decreased from 43% to 39%.

Math Unit Assessments- Students participate in Synergy/Edulastic assessments last year and should a steady growth over the course of the 2022-2023 school year. However, it was noted that test items did not always match the rigor of SBAC items. Students in grades 1-8 showed overall growth in math using the i-Ready assessment.

The overall gains in Math proficiency could be attributed to: increased use of IAB practice tests and the use of IAB items as teaching tools throughout the school year. Math Intervention courses both during and after the school day. Math interventions in Newcomb's elementary computer lab. Math interventions conducted by credentialed teacher during pullouts. SBAC testing in own classroom vs. computer lab with another teacher. SBAC testing spread out over more days to prevent testing fatigue. Also, an expansion of Math development in Middle School. The Newcomb Grades 3-5 and MS Math department will focus on purposeful engagement strategies to collect formative data to monitor progress and adjust instruction.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

By June 2024, 84% of our gr. 3-8 students will score met/exceeded on SBAC Math, a 3% improvement from 2023. In addition by June 2024, at least 5% more students in the lowest performing subgroups will score met/exceeded on SBAC Math. 55% of African American students will score met/exceeded on SBAC Math, a 5% increase. Also, 45% of Speech/RSP students will score met/exceeded on SBAC Math, a 5% increase. 45% of Newcomb's Homeless/Foster students will score met/exceeded on SBAC Math, a 5% increase. And by June 2023, 80% of all students will show growth in math as measured by the iReady assessment. In order to attain these goals Newcomb teachers will administer iReady three times a year. Teachers will analyze iReady data in August, October, February, and May. Teachers will analyze this data during Grade Level Planning meetings. In addition, Newcomb's IIC will engage grade levels in collaboration to plan units, analyze data, and look at student work. Also, Newcomb's Computer Lab teacher will support math intervention with Number Talks during regular weekly class pullouts. In Middle School Math teachers will also administer iReady and Educlastic assessments. Teachers will also analyze iReady Data in August, October, February, and May during Dept. meetings and half day pull outs. To support the attainment of math goals Newcomb has added Math Development Classes in 6th - 8th Grade. To monitor progress and goal attainment the Newcomb staff will establish multiple PDSA Cycles and the application of SMART Goals, along with the analysis of classroom formative assessments and looking at student work.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Our EL redesignation rate fell from 74% in 2023 to 70% in 2023. Our chronic absenteeism rate for EL students fell from 50% to 33% in 2023. 66% of our EL +RFEP students in Grades 3-8 met/exceeded SBAC ELA standards in 2023. 47% of our EL+RFEP students in Grades 3-8 met/exceeded SBAC Math standards in 2023.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

By June 2024, 71% of our EL+RFEP students in Grades 3-8 will score met/exceeded on SBAC ELA, an increase of 5% from 2023. By June 2024, 50% of our EL+RFEP students in Grades 3-8 will score met/exceeded on SBAC Math, an increase of 11% from 2023. Newcomb's focus for the school year will be to close the achievement gap between our EL+RFEP students and our Caucasian students. To do this Newcomb support staff (IIC & Counselor) will specifically monitor EL+RFEP students. If students in this designation need extra support they will be included in regular outside tutoring and push/pull out literacy and math support. Progress monitoring on this goal will be reviewed throughout the year by analyzing i-Ready, Edulastic, and FRSA data at grade level/department meetings and regular pull out days.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

ES Safety +2% improved (CORE Survey, Feb 2023) Newcomb met their goal in this area. MS Safety showed -2% decrease in satisfaction and we did not meet our goal for the 2023-2023 school year. Newcomb did meet the goal in the area of MS Hit/Push/Slap with -9% decrease and a new decrease MS Rumors/gossip. Elementary Students Sense of Belonging showed a decrease of 1% to 84%. Middle School Students Sense of Belonging +3% increase. Students sense of safety decreased in MS on the Core survey but we saw positive movement in sense of safety in both elementary school and middle school on the Pulse Surveys taken three times during the school year. Based on the TALB Leadership survey, staff indicated overall positive scores. We saw increases in sense of identity, agency across ES and MS. We did show a 4% increase in sense of safety in MS in the 2023 Pulse Survey. Student in Middle School Indicated that they are more likely to attend events and activities, we saw a +10% increase in this area. MS and ES students are indicating that it is easier to make friends, we saw a +6% increase in this area. However, in ES students showed a decrease in their ability to solve problems with peers.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

In the 2024 CORE Survey of Culture/Climate, Newcomb will increase by 5% in the areas of the number of students indicating satisfied with Overall Safety and in overall increase in student self efficacy in elementary school. In addition Newcomb will see an increase in the number of middle school students indicating satisfied with overall climate of the school, positive adult interactions and support. Newcomb staff will also work to address the number of Staff members satisfied with student attendance.

Action steps to achieve the above goals will include formalized equitable and culturally relevant practices incorporated into grade level and dept.'s long term plans. Professional Development that supports the implementation of SEL strategies in classrooms. Newcomb's Safe and Civil will create and publicize Newcomb Guidelines for success and common area expectations. Newcomb's Attendance Clerk and Counselor will make phone calls to absent students and develop a plan for support students and parents will attendance issues. Newcomb will increase the number of clubs on campus and work to bridge the gap between Middle and elementary school students and staff. Newcomb will start monthly/weekly incentive drawings to award prizes to students who have improved attendance. Additionally, Newcomb's counselor will explore effective methods to address chronic absenteeism. Finally, Newcomb's administration will work with PTSA/Foundation to plan and organize enrichment activities and events for all students regardless ability to pay. Progress monitoring on these initiatives will be done through Pulse and Core Survey administration and data analysis with staff and student and parent groups. During the 2023-2024 school year Newcomb is working to establish mentor and leadership programs across campus- We will have a Female and Male Leadership Academy, Student Council in both ES and MS. OUr CHeer team will work as both a spirit group and mentor program to support students TK-8 and to provide community service.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) By June 2023, 87% of our gr.	Goal Partially or	Newcomb students scored 83%	This year we are working to develop a co-

3-8 students will score met/exceeded on SBAC English/Language Arts, a 3% improvement from 2022, a 3% improvement from 2022. In addition, By June 2022, at least 5% more students in the lowest performing subgroups will score met/exceeded on SBAC ELA. 66% of African American students will score met/exceeded on SBAC ELA, a 5% increase from 2022. 57% of our Speech/RSP students will score met/exceeded on SBAC ELA, a 5% increase from 2022. By June 2023, 93% of our K-2 students will score met/exceeded on the Foundational Reading Skills Assessment (FRSA), a 8% improvement from 2022. At the December and June progress reporting dates, 75% of our SpHC students will score 4s for 75% or more of their individual education plan goals (IEP), indicating that they are making adequate progress towards their annual goals.

Newcomb's action plan to achieve the above goals in elementary ELA the team will administer iReady 3 times a

Not Met

met or exceeded in ELA. Newcomb employed extra interventions to support literacy in grades 3-8. Newcomb used outside tutoring services with limited results. Newcomb also utilized trained teachers to provide literacy instruction in grades 3-5. This is the highest Newcomb has ever scored in overall ELA. More than Pre-Pandemic levels.

teaching model in ELA in grades 6-8. We will continue to provide extra literacy support in grades 3-5. We will no longer use outside tutoring companies. As a staff we are continuing to review data and making adjustments in response to how students are performing on formative assessments like iReady.

Year. The staff will analyze iReady Data in August, October, February, and May during Grade Level Planning. Intervention support will include IIC & Literacy Specialist to work with students in Gr. 1 - 2. Additionally, our IIC will engage grade levels in collaboration to plan units, analyze data, and look at student work.

Goal achievement in Middle School ELA will be accomplished by iReady Administration - 3 Times a Year. Teachers will also administer Unit Performance Tasks, along with district Edulastic Unit Assessments. Teams will meet regularly to analyze iReady Data in August, October, February, and May during Grade Level Planning. To support students who are below standard. Newcomb will incorporate CCR ELA Classes in 6th - 8th Grade. The IIC will engage grade levels in monthly collaboration to plan units, analyze unit performance task data, and look at student work.

To ensure goal attainment the Newcomb team will

	establishment a PDSA Cycle, application of SMART Goals, analyze Formative Assessments, looking at Student Work, NSI Grant-Related Activities using PDSA Cycle.			
Math	1) By June 2023, 82% of our gr. 3-8 students will score met/exceeded on SBAC Math, a 3% improvement from 2022. In addition by June 2023, at least 5% more students in the lowest performing subgroups will score met/exceeded on SBAC Math. 55% of African American students will score met/exceeded on SBAC Math, a 5% increase. Also, 45% of Speech/RSP students will score met/exceeded on SBAC Math, a 5% increase. 45% of Newcomb's Homeless/Foster students will score met/exceeded on SBAC Math, a 5% increase. And by June 2023, 80% of all students will show growth in math as measured by the iReady assessment. In order to attain these goals Newcomb teachers will administer iReady three times a year. Teachers will analyze iReady data in August, October,	Goal Partially or Not Met	Overall math scored 73%. This is a drop from 77% in 2022. This is the second highest math score attainment since SBAC scores have been collected.	(IABs) will be utilized this year to help monitor progress and inform instruction towards meeting standards. Before/after school online tutoring will be provided by available teachers, beginning in Nov/December. Increased Math development in Middle School. Math interventions in Elementary school computer lab. Staff collaboration and Data review. Grades 3-5 unit studies.

<p>February, and May. Teachers will analyze this data during Grade Level Planning meetings. In addition, Newcomb's IIC will engage grade levels in collaboration to plan units, analyze data, and look at student work. Also, Newcomb's Computer Lab teacher will support math intervention with Number Talks during regular weekly class pullouts. In Middle School Math teachers will also administer iReady and Educlastic assessments. Teachers will also analyze iReady Data in August, October, February, and May during Dept. meetings and half day pull outs. To support the attainment of math goals Newcomb has added Math Development Classes in 6th - 8th Grade. To monitor progress and goal attainment the Newcomb staff will establish multiple PDSA Cycles and the application of SMART Goals, along with the analysis of classroom formative assessments and looking at student work.</p>			
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English Learner	1) By June 2023, 66% of our EL +RFEP students in Grades 3-8 will score met/exceeded on SBAC ELA, an increase of 5% from 2022. By June 2023, 50% of our EL+RFEP students in Grades 3-8 will score met/exceeded on SBAC Math, an increase of 11% from 2022. Newcomb's focus for the school year will be to close the achievement gap between our EL+RFEP students and our Causasian students. To do this Newcomb staff will specifically monitor EL+RFEP students. If students in this designation need extra support they will be included in regular outside tutoring and push/pull out literacy and math support. Progress monitoring on this goal will be reviewed throughout the year by analyzing iReady, Edulastic, and FRSA data at grade level/department meetings and regular pull out days.	Goal Met	Our EL redesignation rate fell from 74% in 2022 to 61% in 2019. This may be attributed to the fact that our chronic absenteeism rate for our EL students rose from 27% to 50% in 2022. Also, we no longer qualified for an EL college aide in 2021-22. Currently Newcomb has 17 ELL students.	Additional community services can be explored to support our EL attendance rate and participation in after school tutoring, e.g., transportation needs, housing needs, parenting classes, etc.
Culture/Climate	1) In the 2023 CORE Survey of Culture/Climate, Newcomb will increase by 5% in the areas of the number of students indicating satisfied with Overall Safety and in overall increase in student self efficacy in elementary school. In addition Newcomb will see an	Goal Met	Newcomb met this goal overall. However, safety declined by 2% at the Middle School Level. MS Student & staff sense of belong increased but decreased in ES by 2%.	Student Advisory Committee Student Council School Psychologist/Counselor Lunch Bunch Increase the number of clubs at school SEL Assemblies School Wide Behavior expectations Wellness Center

increase in the number of middle school students indicating satisfied with overall climate of the school, positive adult interactions and support. Newcomb staff will also work to address the number of Staff members satisfied with student attendance.

Action steps to achieve the above goals will include formalized equitable and culturally relevant practices incorporated into grade level and dept.'s long term plans. Professional Development that supports the implementation of SEL strategies in classrooms. Newcomb's Safe and Civil will create and publicize Newcomb Guidelines for success and common area expectations. Newcomb's Attendance Clerk and Counselor will make phone calls to absent students and develop a plan for support students and parents will attendance issues. Newcomb will increase the number of clubs on campus and work to bridge the gap between Middle and elementary school students and staff. Newcomb will start monthly/weekly incentive

drawings to award prizes to students who have improved attendance. Additionally, Newcomb's counselor will explore effective methods to address chronic absenteeism. Finally, Newcomb's administration will work with PTSA/Foundation to plan and organize enrichment activities and events for all students regardless ability to pay. Progress monitoring on these initiatives will be done through Pulse and Core Survey administration and data analysis with staff and student and parent groups.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Targeted after school tutoring. Elem/Middle (4 teachers x 2 days per week (1 hour) x 12 weeks x \$71.64 per hour) (IN 2)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
Recreation Aides will support safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

<p>Teacher Collaboration 4- ½ Days per Elementary Teacher 2- ½ Days per Middle School Teacher 2- ½ Days per ELA Teacher & RSP</p> <p>22 Subs x 3 days= 54 Sub Days Sub = \$200/day (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
<p>Recreation Aides will support safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>For Elementary (K-5) Grades: All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. Reading and Writing grounded in evidence from text. Regular practice with complex text and its academic vocabulary with intensity.</p>	<p>For Elementary (K-5) Grades: Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p>	<p>K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students’ instructional Reading level - NewsELA Thinking Maps</p>

<p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> <p>For Middle (6-8) Grades: All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense</p>	<p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p> <p>For Middle (6-8) Grades: Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS. Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks) Diagnostic reading growth assessments 3x a year (iReady) Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>ELLevation iReady Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Core5 Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>
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focus on:

Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.

Reading and writing analysis grounded in evidence from text.

Regular practice with reading and producing complex text and its academic vocabulary with intensity.

All 6-8 Language Arts classrooms will use:

District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.

Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: Arguments to support claims in an analysis of substantive topics/texts Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately Narratives to develop real or imagined experiences or events</p> <p>All K-5 and 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: Reading to build knowledge for written pieces Working through the writing process for all 3 text types including planning, revising, editing and publishing Orally rehearsing using linguistic patterns Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences Conferring with the teacher and other students</p>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5): “On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Middle (6-8): At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p>	<p>K-8: Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: Strategically focusing where the Standards focus Coherence: think across grades and link to major topics within grades Rigor: require conceptual understanding, procedural skill and fluency</p> <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in: Daily Math Routines Math Tasks Mathematical Discourse</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in: Mathematical Discourse</p>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Elementary (K-5): HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>ST Math</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>All: LBUSD Supplemental Instructional Resource</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Creating systems and programs to support student connection and sense of belonging and safety.	Creating school wide enrichment programs, clubs, tutoring and activities for students.	Resources 3021- ELO-P Funds Enrichment	October 2023-May 2024	Rec Aides, VIPS, Teachers and Office staff.	We will use the 1st and 2nd quarter pulse survey administered in January, along with Core Survey Administered in February and the 3rd Pulse Survey to gauge the effectiveness of our plan.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Our data shows that students are doing well in the areas of Math and Reading. However, our staff needs to find ways to support a wide range of students and accelerate their progress. SBAC ELA 50, SBAC Math 50	Teacher Collaboration 4- ½ Days per Elementary Teacher 2- ½ Days per Middle School Teacher 2- ½ Days per ELA Teacher & RSP 22 Subs x 3 days= 54 Sub Days Sub = \$200/day	LCFF \$15,911 Substitute teacher full day (22) for 3 days - LCFF 100%	07/01/2023 - 06/30/2024 Quarterly	Principal/Intervention Coordinator	iReady, Synergy Assessments and SBAC Data

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers are involved in the Site Based Decision Making Team, Instructional Leadership Team (ILT), the district Elementary Teacher Council, district Department Head meetings, district GATE representative meetings, the School Site Council, PTSA, Parent Foundation, and School Adjunct Duty Committees: Leadership, Character Education/Cultural Engagement, Community Service, Safe and Civil/CORE Survey Target Areas, Social Committee, Student Recognition/School Events, and Student Council.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Students and families new to middle school and new to the school need support with the transition. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Selected teachers will present at 6th Grade Orientation and New Family Orientation session in August, and during Parent Education sessions during the school year. Kindergarten Teachers will be supported in assessing incoming students to better place them in classes and build relationships.	LCFF \$838 Teacher Hourly Extra Comp (10) for 1 hours annually - LCFF 100% 72 hours- WEB Leader Advisors	07/01/2022 - 06/30/2023 Other	Principal, Intervention Coordinator, Selected Teachers	Surveys and feedback

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	20440

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Chris Thompson	07-01-2024
Staff	Classroom Teacher	Kim Tomczyk	07-01-2024
Staff	Classroom Teacher	Lisa Ware	07-01-2025
Staff	Classroom Teacher	Lisa Romero	07-01-2025
Staff	Non Classroom Teacher	Dylann Castro	07-01-2024
Community	Parent	Nicole [REDACTED]	07-01-2024
Community	Parent	Kenna [REDACTED]	07-01-2024
Community	Parent	Andrew [REDACTED]	07-01-2025
Community	Parent	Mercedes [REDACTED]	07-01-2025
Community	Parent	Michelle [REDACTED]	07-01-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 09/26/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/26/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/01/2023
6. The SPSA was approved at the following SSC Meeting: 11/01/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

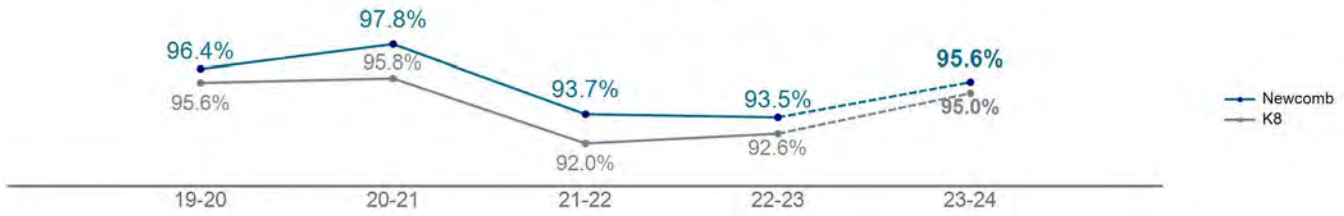
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ELAC Chair: _____

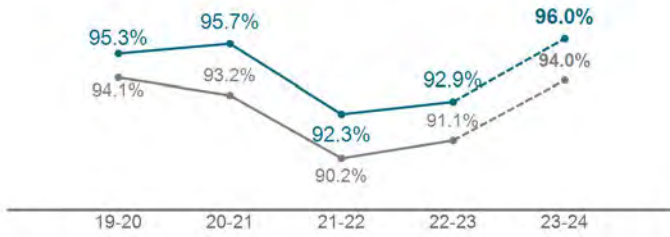
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Attendance Rate

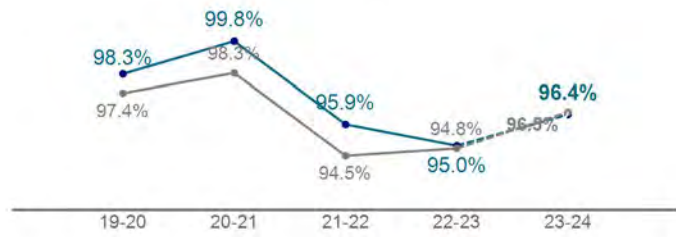
**Newcomb
All Students
N = 866**



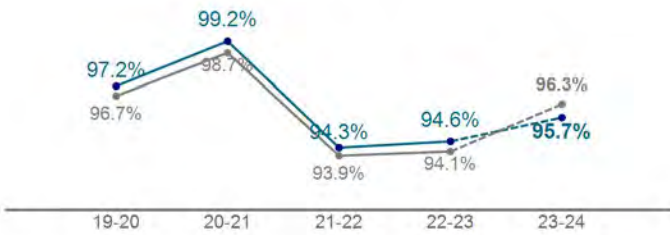
**African American
N = 58**



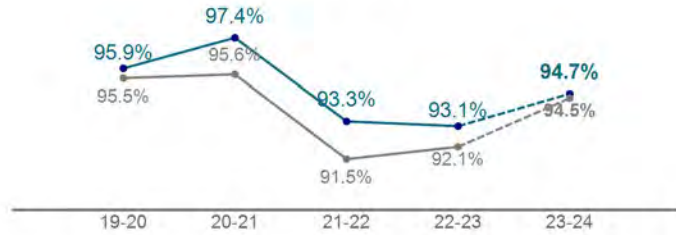
**Asian
N = 47**



**Filipino
N = 27**



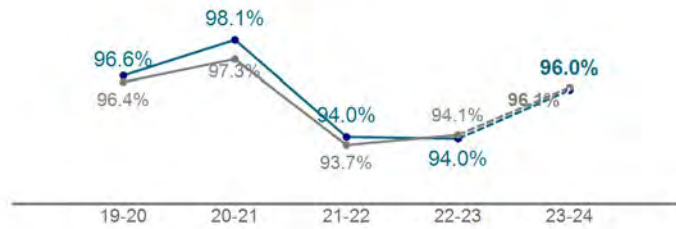
**Hispanic
N = 325**



Pacific Islander

Subgroup with fewer than 20 students.

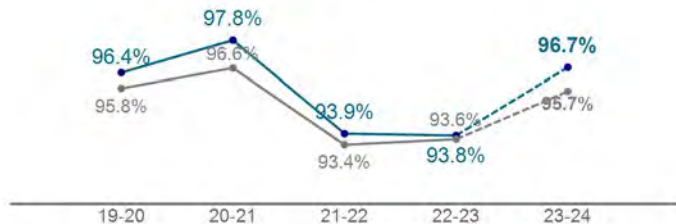
**White
N = 266**



Native American

Subgroup with fewer than 20 students.

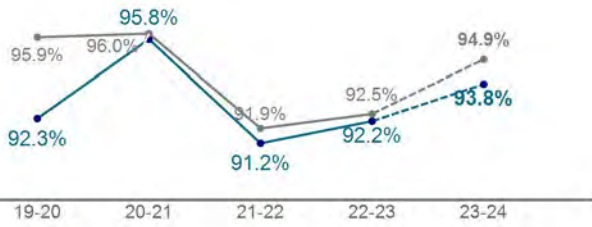
**Other
N = 139**



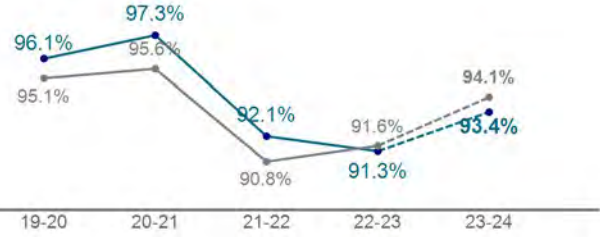
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 39



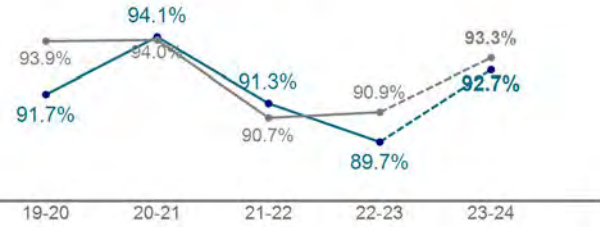
Low SES
N = 163



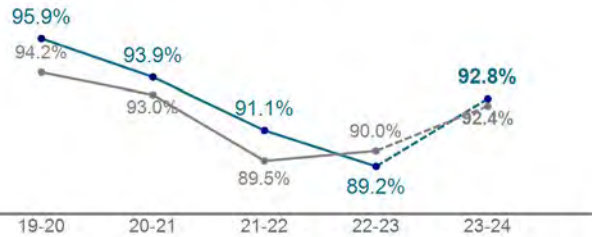
English Learner
N = 21



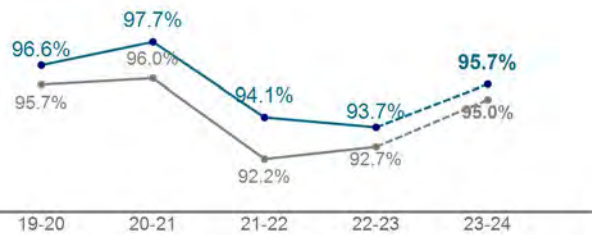
Special Education
N = 112



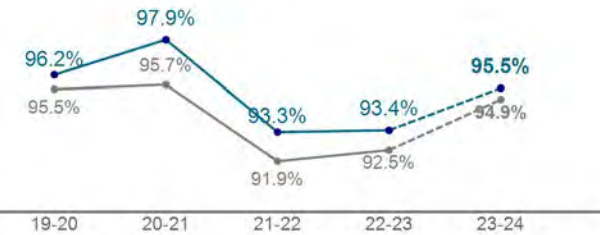
Homeless or Foster Youth
N = 20



Female
N = 425



Male
N = 441



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Newcomb 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category				Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	K8 Chronic Rate			
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory							
All Students	817	817	3	15	18	24	41	17.6%	9.8%	35.4%	23.7%	
Grade	Gr. TK	24	4	33	21	21	21	37.5%	20.8%	58.3%	49.4%	
	Gr. K	78	4	22	28	24	22	25.6%	16.1%	53.8%	40.4%	
	Gr. 01	82	1	13	26	24	35	14.6%	9.0%	40.2%	26.4%	
	Gr. 02	85	2	19	24	25	31	21.2%	14.6%	44.7%	21.5%	
	Gr. 03	85		19	16	24	41	18.8%	3.8%	35.3%	23.0%	
	Gr. 04	93	3	17	19	23	38	20.4%	9.7%	39.8%	18.2%	
	Gr. 05	71	1	10	18	27	44	11.3%	6.0%	29.6%	21.1%	
	Gr. 06	102		5	12	8	26	49	16.7%	6.1%	24.5%	18.4%
	Gr. 07	94		4	10	7	23	55	13.8%	7.5%	21.3%	19.8%
	Gr. 08	103		5	7	17	17	54	11.7%	11.8%	28.2%	20.9%
Ethnicity	African American	49	6	8	27	20	39	14.3%	15.6%	40.8%	31.9%	
	American Indian	2				50	50	0.0%	0.0%	0.0%	0.0%	
	Asian	39		3	5	13	38	41	7.7%	0.0%	20.5%	15.9%
	Cambodian	34	6	12	15	29	38	17.6%	3.6%	32.4%	20.8%	
	Filipino	22		5	18	45	32	4.5%	4.5%	22.7%	13.5%	
	Hispanic	303	3	18	19	22	37	21.8%	11.4%	41.3%	25.9%	
	Pacific Islander	3		67		33		66.7%	0.0%	66.7%	41.0%	
	White	272		3	11	18	25	44	13.2%	7.9%	31.3%	15.2%
	Other	127		2	21	12	18	47	22.8%	12.7%	34.6%	19.1%
Gender	Female	401		3	14	16	24	43	16.7%	8.5%	32.4%	23.3%
	Male	416		3	15	20	23	39	18.5%	11.0%	38.2%	24.1%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Newcomb 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands				Attendance Rates					
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	
	Low SES	159	6	24	23	17	30	30.2%	16.9%	53.5%	29.0%	
	ELL	18	22	28	17	17	17	50.0%	33.3%	66.7%	30.4%	
	RFEP	19			11	16	21	53	10.5%	4.8%	26.3%	16.4%
	EL + RFEP	37	11	19	16	19	35	29.7%	17.9%	45.9%	25.0%	
	Special Ed.	114	12	23	17	25	23	35.1%	27.7%	51.8%	31.4%	
	Spec Ed. Speech/RSP	81		1	17	19	32	31	18.5%	18.7%	37.0%	26.4%
	Homeless/Foster	25	12	24	20	28	16	36.0%	25.0%	56.0%	38.5%	
	Foster	5	20		40	20	20	20.0%	50.0%	60.0%	36.0%	
	Homeless	20	15	25	15	30	15	40.0%	22.7%	55.0%	38.8%	
	GATE/Excel	179			11	8	27	54	11.2%	2.4%	19.6%	11.4%

The percentages may not equal 100% due to rounding.

Newcomb

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	513	513	19%	6	13	31	50	81%	↓3		↑2
	All K-8	48%	26	22	27	25	52%	↓1		↓-	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	81	28%	5	23	20	52	72%	↓1		-
		All K-8	46%	27	20	21	33	54%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	88	26%	11	15	24	50	74%	↓5		↑2
		All K-8	51%	33	18	19	31	49%	↑4		↓1
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	67	15%	4	10	34	51	85%	↓1		↑8
		All K-8	49%	28	20	28	24	51%	↓-		↑4
		District	48%	27	21	28	24	52%	↓1		↑8
	Gr. 06	93	17%	4	13	35	47	83%	↓5		↑2
		All K-8	51%	24	27	27	21	49%	↓1		↓7
		District	56%	29	27	27	17	44%	↓2		↓8
	Gr. 07	88	18%	8	10	27	55	82%	↓4		↓5
		All K-8	45%	24	21	32	23	55%	↓7		↑7
		District	50%	27	23	32	18	50%	↓2		↑5
Gr. 08	96	9%	3	6	44	47	91%	↑2		↑6	
	All K-8	44%	20	24	35	20	56%	↓2		↓5	
	District	53%	28	25	30	17	47%	↓1		↓4	
Ethnicity	Hispanic	206	21%	6	15	38	41	79%	↓3		↑2
		All K-8	56%	31	25	27	17	44%	↓2		↓1
		District	58%	33	25	26	16	42%	↓-		↓1

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	White	173	17%	8	10	27	55	83%	↓2		↑4
		All K-8	24%	11	13	28	48	76%	↑2		↑3
		District	26%	11	15	30	44	74%	↑1		↓1
	Other	65	15%	2	14	22	63	85%	↓6		↓2
		All K-8	31%	13	18	25	44	69%	↓2		↓1
		District	33%	16	17	29	38	67%	↑1		↓1
	African American	32	25%	13	13	22	53	75%	↓1		↑4
		All K-8	65%	41	24	22	13	35%	↓3		↓2
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	21	14%		14	29	57	86%	↑1		-
		All K-8	26%	10	16	32	42	74%	↑3		↑3
		District	34%	17	18	30	36	66%	↑-		↑1
Cambodian	16*	6%		6	44	50	94%	↑-		-	
	All K-8	31%	15	16	38	32	69%	↑7		↑8	
	District	39%	19	20	32	29	61%	↑1		↑2	
Filipino	15*	20%		20	47	33	80%	↓6		-	
	All K-8	33%	10	22	30	38	67%	↓2		↓2	
	District	28%	11	17	31	41	72%	↑2		↑2	
American Indian	1*	0%				100	100%	-		-	
	All K-8*	0%			50	50	100%	↑29		-	
	District	41%	25	16	41	18	59%	↑18		↑12	
Gender	Female	256	12%	3	9	30	58	88%	↓-		↑2
		All K-8	42%	22	21	29	28	58%	↓-		↑1
		District	47%	25	22	28	24	53%	↓-		↓-

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Gender	Male	257	26%	9	17	32	42	74%	↓5		↑2
		All K-8	53%	30	23	25	22	47%	↓1		↓2
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
		All K-8*	100%	100				0%	↓50		↓100
Special Populations	EL + RFEP	23	30%	4	26	43	26	70%	↑9		↑10
		All K-8	66%	39	27	26	8	34%	↓4		↓1
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	5*	60%	20	40	20	20	40%	↑15		-
		All K-8	86%	60	26	12	2	14%	↑3		↑1
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	18*	22%	22		50	28	78%	↑3		-
		All K-8	44%	16	28	42	14	56%	↓4		↓2
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	1*	0%			100	100%	100%	-		-
		All K-8	78%	44	33	15	7	22%	↓13		↓13
		District	75%	50	25	16	9	25%	↓3		↓4
	GATE/Excel	164	4%	3	15		81	96%	↓3		↓2
		All K-8	13%	2	11	30	57	87%	↓3		↓4
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless	15*	27%	13	13	33	40	73%	↓2		-
		All K-8	57%	38	19	29	14	43%	↓2		↓1
District		64%	40	24	24	12	36%	↓1		↓1	
Homeless/Foster	16*	25%	13	13	38	38	75%	-		-	

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	Homeless/Foster	All K-8	59%	39	20	28	13	41%	↓3		↓2
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	110	32%	13	19	34	35	68%	↓9		↓1
		All K-8	61%	35	26	26	14	39%	↓4		↓2
	Special Ed.	District	59%	34	25	25	16	41%	↑1		↓1
		49	55%	24	31	33	12	45%	↑1		↑3
	Spec Ed. Speech/RSP	All K-8	82%	61	21	12	5	18%	↑1		↑1
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	49	55%	24	31	33	12	45%	↑1		↑3
		All K-8	78%	52	26	16	6	22%	↑2		↑1
	Spec Ed. Speech/RSP	District	79%	56	23	14	7	21%	↑2		↑2

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	512	26%	7	20	29	45	74%	↑1		↑2	
	All K-8	58%	33	25	21	21	42%	↑3		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	81	21%	5	16	32	47	79%	↓7		-
		All K-8	46%	24	22	28	26	54%	↑2		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	88	19%	2	17	33	48	81%	↓2		-
		All K-8	53%	25	28	26	21	47%	↑7		↓5
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	67	22%	4	18	27	51	78%	↑7		↓3
		All K-8	62%	37	25	17	21	38%	↑4		↓5
		District	65%	37	28	18	17	35%	↑-		↓3
	Gr. 06	92	35%	11	24	21	45	65%	↓6		↑1
		All K-8	58%	29	29	20	22	42%	↑5		↑3
		District	67%	39	27	18	15	33%	↑1		↓1
	Gr. 07	88	30%	11	18	27	43	70%	↑8		-
		All K-8	63%	38	25	17	20	37%	↓2		↓-
		District	68%	42	26	18	15	32%	↑1		↑-
Gr. 08	96	29%	6	23	34	36	71%	↑3		↑8	
	All K-8	63%	40	24	19	18	37%	↑-		↓2	
	District	72%	49	23	14	14	28%	↓2		↓3	
Ethnicity	Hispanic	206	28%	7	21	30	42	72%	↑3		↑3
		All K-8	66%	39	28	19	14	34%	↑2		↓-
		District	72%	45	27	17	11	28%	↑2		↓5

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	White	172	23%	4	19	33	44	77%	↑1		↑4
		All K-8	33%	11	21	26	41	67%	↑2		↓4
		District	38%	17	21	27	35	62%	↑3		↓6
	Other	65	20%	9	11	20	60	80%	↓2		-
		All K-8	39%	19	19	24	37	61%	↑2		↓5
		District	45%	23	22	24	31	55%	↑-		↓5
	African American	32	44%	16	28	25	31	56%	↑6		↓11
		All K-8	78%	51	27	16	6	22%	↓1		↓5
		District	82%	57	25	12	6	18%	↑1		↓4
	Asian	21	38%	5	33	19	43	62%	↓8		-
		All K-8	33%	12	21	27	40	67%	↑10		↑3
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	16*	19%	19	31	50	81%	↓19		-	
		All K-8	39%	19	20	28	34	61%	↑10		-
		District	55%	28	27	23	23	45%	↓2		↓5
Filipino	15*	20%	7	13	33	47	80%	↓13		-	
	All K-8	37%	17	20	22	42	63%	↑4		↑1	
	District	44%	19	25	24	33	56%	↓-		↓5	
American Indian	1*	0%			100	100%	100%	-		-	
	All K-8*	50%	50	50	50	50%	50%	-		↓50	
	District	73%	41	31	14	14	27%	↑1		↓8	
Gender	Female	255	26%	7	20	29	45	74%	↑2		↑3
		All K-8	58%	33	25	21	21	42%	↑3		↓-
		District	67%	41	26	18	14	33%	↑1		↓5

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Gender	Male	257	26%	7	19	29	44	74%	↑-		↑-
		All K-8	58%	32	25	21	21	42%	↑2		↓3
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	District	62%	42	20	22	16	38%	↑4		↓3
		All K-8*	100%	100				0%	↓25		-
Special Populations	EL + RFEP	23	35%	17	17	26	39	65%	↑26		↑18
		All K-8	76%	48	28	16	8	24%	↓1		↓1
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	5*	80%	40	40	20		20%	↑20		-
		All K-8	91%	66	25	8		9%	↑2		↓2
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	18*	22%	11	11	28	50	78%	↑23		-
		All K-8	59%	28	31	25	16	41%	↑1		↑-
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	1*	0%			100	100%		-		-
		All K-8	89%	59	30	7	4	11%	↑4		-
		District	85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel	164	4%		4	15	30	96%	↓-		↑2
		All K-8	20%	4	15	27	54	80%	↑1		↓4
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	15*	53%	27	27	20	27	47%	↑9		-
		All K-8	70%	43	27	21	9	30%	↑2		-
District		78%	52	26	14	8	22%	↑-		↓5	
Homeless/Foster	16*	50%	25	25	25	25	50%	↑13		-	

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Special Populations	Homeless/Foster	All K-8	72%	44	27	20	8	28%	↑2		-	
		District	79%	53	25	14	7	21%	↑1		↓4	
	Low SES		110	39%	12	27	32	29	61%	↑5		↑8
		All K-8	71%	43	28	18	11	29%	↓-		↓2	
	Special Ed.	District	73%	46	27	17	11	27%	↑2		↓5	
			48	60%	29	31	25	15	40%	↑5		↑7
	Spec Ed. Speech/RSP	All K-8	85%	65	20	11	4	15%	↑1		↓3	
		District	88%	72	16	8	5	12%	↑2		↓1	
			48	60%	29	31	25	15	40%	↑5		↑7
		All K-8	82%	58	24	14	5	18%	↑-		↓4	
		District	84%	64	20	10	6	16%	↑2		↓2	

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SBAC Science 2023 :: School Data by Subgroup

Newcomb

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	163	29%	1	28	43	28	71%	↑7		-
	All K-8	70%	16	53	19	11	30%	↑1		-
	District	74%	17	57	18	8	26%	↑1		-
Grade	67	22%	3	19	43	34	78%	↑11		-
	Gr. 05	69%	17	53	18	13	31%	↑3		-
	District	70%	16	54	20	10	30%	↑1		-
	96	34%		34	43	23	66%	↑5		-
	Gr. 08	69%	16	53	22	9	31%	↑1		-
	District	77%	21	56	16	7	23%	↓1		-
Ethnicity	62	32%		32	35	32	68%	↑-		-
	White	43%	4	38	29	28	57%	↑8		-
	District	51%	6	45	29	20	49%	↑1		-
	59	25%	2	24	56	19	75%	↑18		-
	Hispanic	79%	19	59	17	5	21%	↑-		-
	District	81%	19	62	15	4	19%	↑1		-
	21	14%	5	10	43	43	86%	↑11		-
	Other	56%	11	46	25	18	44%	↓-		-
	District	47%	8	40	24	29	53%	↓2		-
	10*	70%		70	20	10	30%	↓20		-
	African American	85%	27	57	12	3	15%	↓-		-
	District	86%	29	57	12	2	14%	↑1		-
8*	38%		38	25	38	63%	↓13		-	
Asian	57%	6	50	28	15	43%	↑2		-	
District	50%	4	46	28	22	50%	↑8		-	

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Cambodian	6*	0%		50		50	100%	↑33		-
		District	65%	9	56	25	10	35%	↑-		-
		All K-8	56%	8	47	31	14	44%	↑15		-
	Filipino	2*	0%		50		50	100%	↑17		-
		District	54%	5	49	29	18	46%	↑2		-
		All K-8	55%	13	42	29	16	45%	↓7		-
	American Indian	1*	0%				100	100%	-		-
		District	73%		73	27		27%	-		-
		All K-8*	0%				100	100%	-		-
Gender	Female	78	31%	31	46	23	69%	↑8		-	
		All K-8	70%	14	56	20	10	30%	↑1		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	85	28%	2	26	40	32	72%	↑7		-
		All K-8	70%	19	51	19	12	30%	↑2		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	9*	56%	56	22	22	44%	↑4		-	
		All K-8	84%	23	61	14	2	16%	↓1		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	3*	67%	67	33		33%	↑33		-	
		District	98%	40	58	2		2%	↑-		-
		All K-8	97%	42	54	3		3%	↑2		-
	RFEP	6*	50%	50	17	33	50%	-		-	
		All K-8	74%	8	66	22	4	26%	↑1		-

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Newcomb

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	RFEF	District	75%	10	66	20	5	25%	↑3		-
	Foster	1*	100%	100				0%	-		-
		All K-8*	100%	43	57			0%	↓13		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	49				31	69	100%	↑4		-
		All K-8	36%	2	34	33	31	64%	↓1		-
		District	43%	3	41	34	23	57%	↓2		-
	Homeless	5*	80%	80		20		20%	↓9		-
		All K-8	83%	23	60	11	7	17%	↑2		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	6*	83%	83		17		17%	↓12		-
		All K-8	84%	24	60	10	6	16%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	33	45%	3	42	30	24	55%	↑6		-
		All K-8	82%	22	60	14	5	18%	↓1		-
		District	81%	20	61	15	4	19%	↑2		-
Special Ed.	12*	75%	8	67	17	8	25%	↓15		-	
	All K-8	95%	49	46	2	2	5%	↓2		-	
	District	93%	47	46	5	2	7%	↑1		-	
Spec Ed. Speech/RSP	12*	75%	8	67	17	8	25%	↓15		-	
	All K-8	94%	39	55	3	3	6%	↓3		-	
	District	90%	37	53	7	3	10%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Newcomb

11/2/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	423	423	39	29	14	19	39
		All K-8	27	34	16	18	32
		District	27	34	15	16	34
Grade	Gr. 04 (Minimum Growth Target: 44)	87	45	24	24	26	25
		All K-8	42	26	24	27	23
		District	48	22	24	27	27
	Gr. 05 (Minimum Growth Target: 35)	66	66	20	11	21	48
		All K-8	41	26	22	20	32
		District	49	22	20	22	36
	Gr. 06 (Minimum Growth Target: 27)	90	33	36	17	12	36
		All K-8	13	42	16	16	26
		District	11	43	16	16	25
	Gr. 07 (Minimum Growth Target: 25)	84	20	39	7	25	29
		All K-8	35	31	12	18	39
		District	30	32	14	16	38
Gr. 08 (Minimum Growth Target: 14)	96	37	24	9	11	55	
	All K-8	8	42	9	10	39	
	District	8	45	8	8	38	
Ethnicity	Hispanic	166	35	34	11	20	36
		All K-8	24	36	16	17	31
		District	26	35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Newcomb

11/2/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
ELA	Ethnicity	N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
	White	149	38	29	18	16	37	
		All K-8	31		31	20	17	32
		District	29		33	16	16	35
	Other	51	54	16	14	20	51	
		All K-8	34		30	15	18	36
		District	30		32	16	17	35
	African American	28	44	29	7	14	50	
		All K-8	22		35	18	19	29
		District	25		36	16	15	33
	Asian	16 [^]	-	19	19	25	38	
		All K-8	41		22	18	27	33
		District	33		30	16	16	38
	Cambodian	13 [^]	-	23	23	8	46	
		All K-8	41		21	21	25	32
		District	34		30	16	17	37
	Filipino	12 [^]	-	33	8	42	17	
		All K-8	33		33	9	25	33
		District	31		32	14	16	37
American Indian	1 [^]	-				100		
	All K-8 [^]	96				100		
	District	41		26	18	11	45	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Newcomb

11/2/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Female	215	45	27	12	19	42
		All K-8	31	32	16	18	34
		District	28	34	15	16	34
	Male	208	32	31	15	19	35
		All K-8	24	35	17	18	30
		District	26	35	15	16	34
	Nonbinary	All K-8 [^]	-12	100	0		
		District	28	33	15	8	44
	ELA	EL + RFEP	22	59	18	9	9
All K-8			23	35	15	18	32
District			25	36	13	15	36
ELL		5 [^]	-	20			80
		All K-8	29	31	18	20	31
		District	34	31	16	18	35
RFEP		17 [^]	-	18	12	12	59
		All K-8	17	39	12	15	33
		District	18	39	12	14	36
Foster		1 [^]	-	100	0		
		All K-8	-4	57	10	14	19
		District	23	40	12	20	29
GATE/Excel		148	36	30	11	24	36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Newcomb

11/2/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A Special Populations	GATE/Excel	All K-8	22	35	17	19	29
		District	27	34	15	18	33
	Homeless	15 [^]	-	40	7	13	40
		All K-8	28	31	22	18	29
	Homeless	District	28	33	16	17	34
		16 [^]	-	44	6	13	38
	Homeless/Foster	All K-8	26	34	21	18	28
		District	28	34	16	17	33
	Low SES	91	32	33	12	15	40
		All K-8	23	35	17	18	30
		District	26	35	15	16	34
	Special Ed.	40	37	43	10	13	35
		All K-8	25	36	17	13	34
		District	27	35	15	15	35
	Spec Ed. Speech/RSP	40	37	43	10	13	35
		All K-8	23	37	16	11	36
District		28	35	15	16	34	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Newcomb

11/2/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	421	421	36	24	18	23	36	
		All K-8	23	32	19	20	29	
		District	16	38	19	18	24	
Math at Grade	Gr. 04 (Minimum Growth Target: 42)	87	65	8	20	43	30	
		All K-8	43	19	29	31	20	
	Gr. 05 (Minimum Growth Target: 39)	District	44	18	29	31	21	
		66	41	15	35	23	27	
	Gr. 06 (Minimum Growth Target: 24)	All K-8	28	27	28	24	21	
		District	32	28	27	26	19	
	Gr. 07 (Minimum Growth Target: 17)	89	22	27	20	22	30	
		All K-8	26	30	16	19	35	
	Gr. 08 (Minimum Growth Target: 19)	District	17	38	16	16	31	
		83	21	37	10	10	43	
	Ethnicity	Hispanic	All K-8	12	42	11	10	37
			District	11	43	11	10	36
96			30	30	9	16	45	
Ethnicity	Hispanic	All K-8	9	43	11	15	31	
		District	5	46	11	12	31	
		166	39	20	19	22	39	
Ethnicity	Hispanic	All K-8	23	31	19	19	31	
		District	14	39	19	18	24	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Newcomb

11/2/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
Math	Ethnicity	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
	White	148	31	28	14	26	32
		All K-8	22	31	19	23	28
		District	19	34	22	19	24
	Other	51	48	18	25	14	43
		All K-8	21	37	21	16	26
		District	22	34	22	19	26
	African American	27	21	41	7	19	33
		All K-8	16	38	18	18	26
		District	14	40	19	17	24
	Asian	16 [^]	-	19	31	25	25
		All K-8	37	25	16	26	33
		District	19	36	19	20	26
	Cambodian	13 [^]	-	15	31	23	31
		All K-8	27	35	17	27	21
		District	19	36	19	20	25
	Filipino	12 [^]	-	17	17	33	33
		All K-8	30	31	14	30	26
		District	22	36	17	22	26
American Indian	1 [^]	-	100	0			
	All K-8 [^]	-48	100	0			
	District	17	39	16	13	32	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Newcomb

11/2/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Female	214	33	26	16	26	33	
		All K-8	23	33	17	21	29	
		District	15	38	19	19	24	
	Male	207	38	22	20	19	39	
		All K-8	23	32	20	18	30	
		District	16	38	20	18	25	
	Nonbinary	All K-8^	9				100	0
		District	5	38	20	18	25	
	Math	EL + RFEP	22	52	14	9	27	50
All K-8			19	35	17	18	31	
District			12	41	18	17	24	
ELL		5^	-			80	20	
		All K-8	18	32	22	20	25	
		District	23	35	19	19	26	
Special Populations		RFEP	17^	-	18	12	12	59
			All K-8	21	37	12	16	35
			District	4	46	17	15	23
		Foster	1^	-			100	0
			All K-8	31	29	10	38	24
			District	21	39	16	19	25
GATE/Excel		148	39	25	14	23	39	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Newcomb

11/2/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	GATE/Excel	All K-8	27	30	18	22	30
		District	19	35	21	20	25
	Homeless	15^	-	27	33	7	33
		All K-8	24	29	21	21	29
	Homeless/Foster	District	13	40	19	17	24
		16^	-	25	31	13	31
	Low SES	All K-8	24	29	20	22	29
		District	14	40	19	17	24
	Special Ed.	91	36	25	16	21	37
		All K-8	21	34	19	19	29
		District	14	39	19	18	24
	Spec Ed. Speech/RSP	39	42	15	26	15	44
		All K-8	18	34	21	14	30
		District	20	36	19	16	29
		39	42	15	26	15	44
All K-8		18	34	21	14	31	
	District	19	36	19	17	28	

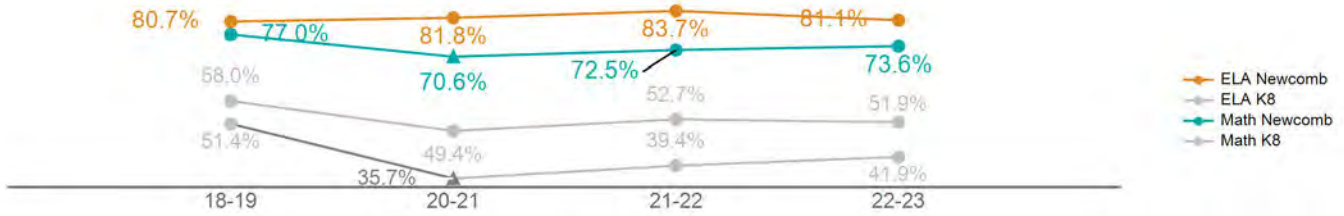
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

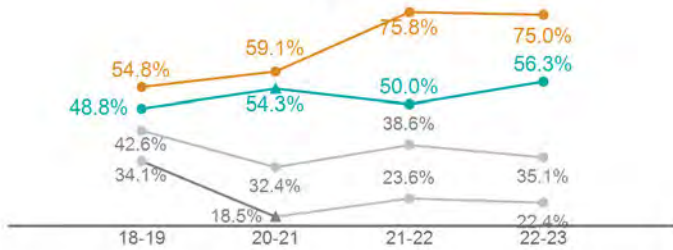
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

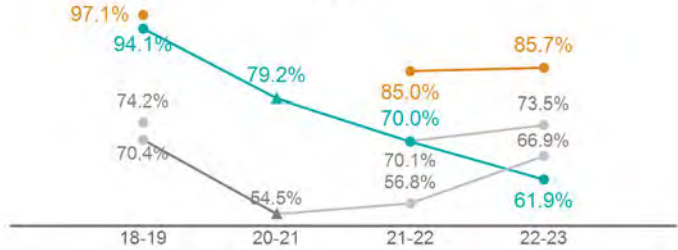
**Newcomb
All Students
N = 513**



**African American
N = 32**



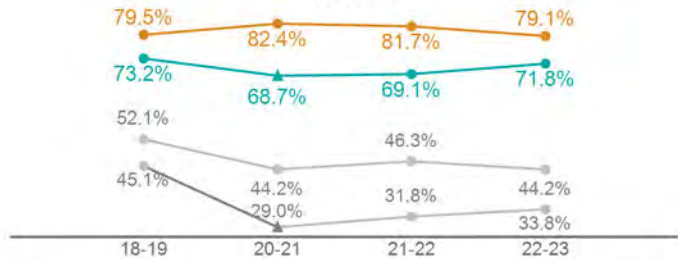
**Asian
N = 21**



Filipino

Subgroup with fewer than 20 students.

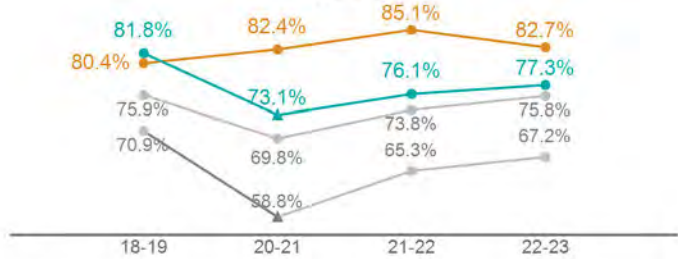
**Hispanic
N = 206**



Pacific Islander

Subgroup with fewer than 20 students.

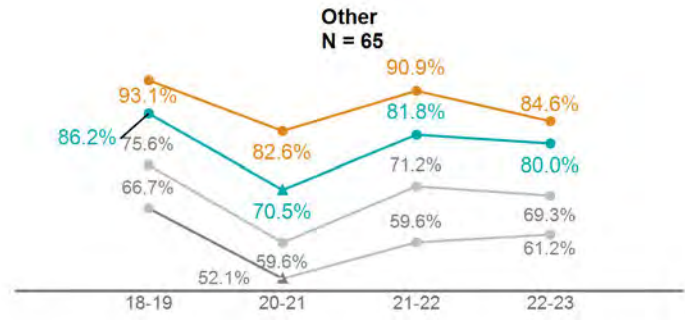
**White
N = 173**



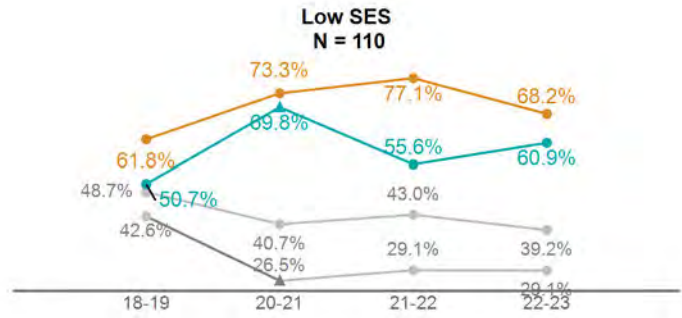
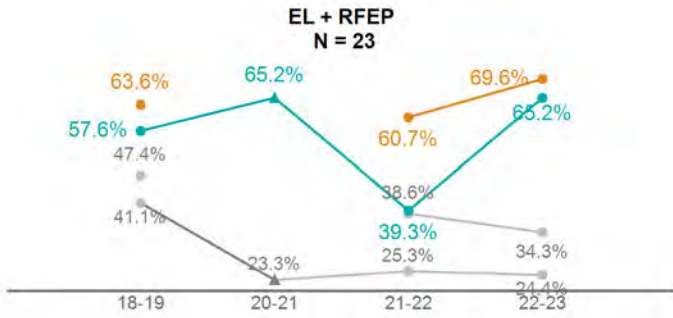
N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

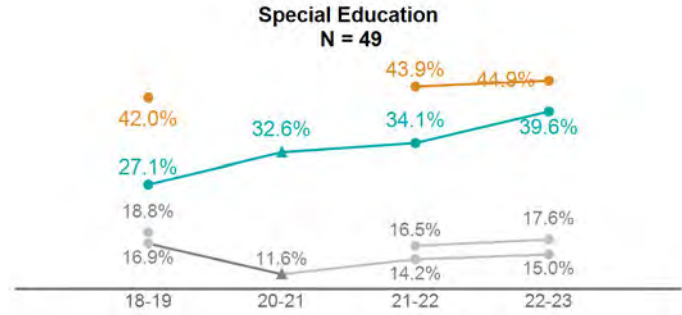
Native American
Subgroup with fewer than 20 students.



Percent of Students with Achievement Level of Met or Exceeded in SBAC

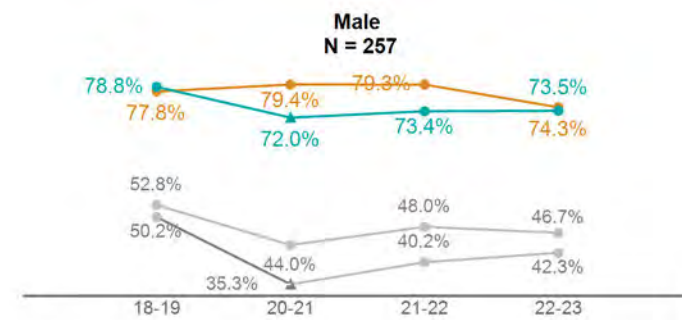
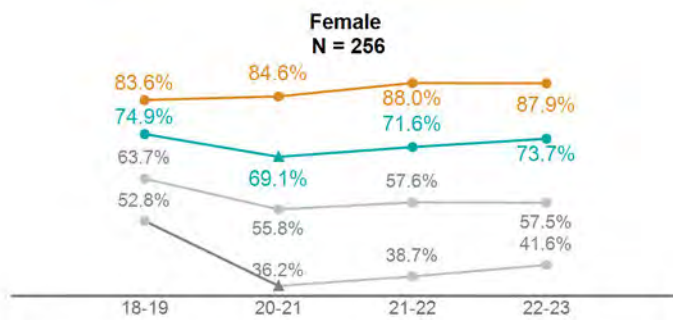


English Learner
Subgroup with fewer than 20 students.



Homeless
45.0%

Foster Youth
Subgroup with fewer than 20 students.



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49	24	17	10	27%	↑6		↓9
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓8
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑3
Twain	193	54%	26	27	26	20	46%	↑2		↑2
Webster	224	74%	47	27	18	8	26%	↑1		↓5
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓7

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-	-
Addams	119	76%	18	58	20	4	24%	↑6	-
Alvarado	61	66%	8	57	25	10	34%	↓-	-
Barton	64	88%	27	61	8	5	13%	↓4	-
Birney	79	70%	20	49	22	9	30%	↑6	-
Bixby	69	61%	4	57	30	9	39%	↑3	-
Bryant	55	65%	15	51	25	9	35%	↑17	-
Burbank	88	75%	15	60	16	9	25%	↑3	-
Burcham	58	55%	9	47	21	24	45%	↑4	-
Carver	77	47%	3	44	32	21	53%	↑4	-
Chavez	67	85%	28	57	10	4	15%	↑2	-
Cleveland	76	51%	5	46	36	13	49%	↑7	-
Dooley	137	85%	18	68	12	2	15%	↓6	-
Edison	74	82%	27	55	15	3	18%	↓1	-
Emerson	49	45%	8	37	37	18	55%	↑4	-
Fremont	73	42%	3	40	34	23	58%	↓9	-
Gant	86	38%	3	35	31	30	62%	↑1	-
Garfield	88	78%	14	65	15	7	22%	↑2	-
Gompers	52	54%	15	38	37	10	46%	↑21	-
Grant	158	85%	20	65	10	5	15%	↓4	-
Harte	149	83%	22	60	13	4	17%	↑3	-
Henry	135	59%	9	50	27	15	41%	↓1	-
Herrera	130	68%	12	55	25	7	32%	↑5	-
Holmes	57	86%	16	70	9	5	14%	↓11	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8	-
Kettering	44	41%	2	39	41	18	59%	↓2	-
King	111	77%	13	64	16	7	23%	↑5	-
Lafayette	116	90%	15	75	9		10%	↓8	-
Lincoln	118	79%	13	66	18	3	21%	↓3	-
Longfellow	170	57%	5	52	20	23	43%	↓6	-
Los Cerritos	80	45%	8	38	30	25	55%	↓4	-
Lowell	82	51%	2	49	29	20	49%	↓1	-
Macarthur	55	62%	4	58	18	20	38%	↓-	-
Madison	43	56%	12	44	26	19	44%	↑6	-
Mann	60	80%	45	35	12	8	20%	↑13	-
McKinley	85	75%	16	59	21	4	25%	↑6	-
Naples	43	35%	2	33	30	35	65%	↓15	-
Oropeza	104	88%	33	56	10	2	12%	↓11	-
Prisk	91	29%	1	27	43	29	71%	↓6	-
Riley	73	71%	16	55	21	8	29%	↑2	-
Roosevelt	149	84%	20	64	11	5	16%	↓5	-
Signal Hill	107	72%	16	56	19	9	28%	↓4	-
Smith	123	74%	25	49	20	7	26%	↑8	-
Stevenson	97	78%	27	52	19	3	22%	↑3	-
Twain	71	61%	20	41	25	14	39%	↓6	-
Webster	89	76%	11	65	19	4	24%	↑10	-
Whittier	100	84%	35	49	12	4	16%	↑3	-
Willard	93	87%	24	63	11	2	13%	↓9	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%				100	100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	3,987	78%	22	57	16	8	22%	↓1	-
Bancroft	299	75%	17	58	16	9	25%	↓4	-
Franklin	331	85%	29	56	12	3	15%	↓-	-
Hamilton	239	88%	26	62	11		12%	↓7	-
Hoover	167	92%	30	62	8		8%	↓9	-
Hughes	416	69%	14	55	20	11	31%	↑2	-
IVA	1	0%			100	100%	100%	↑41	-
Jefferson	299	81%	17	64	15	4	19%	↑2	-
Keller	135	65%	7	59	24	11	35%	↓2	-
Lindbergh	137	88%	23	64	10	2	12%	↑3	-
Lindsey	239	89%	22	67	10		11%	↑1	-
Marshall	294	74%	20	54	21	4	26%	↓9	-
Nelson	276	93%	37	56	5		7%	↑1	-
Rogers	246	46%	9	38	33	21	54%	↑9	-
Stanford	365	62%	13	48	25	13	38%	↑3	-
Stephens	250	86%	29	57	11	3	14%	↓2	-
Washington	294	91%	32	59	6	3	9%	↑4	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,776	48%	27	21	28	24	52%	↑2		↓9	
Browning	58	78%	62	16	19	3	22%	↓20		↓29	
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1	
CAMS	162	1%			16		83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8	
Jordan	422	71%	44	27	21	9	29%	↓2		↓7	
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11	
McBride	165	31%	9	22	40	29	69%	↓4		-	
Millikan	755	35%	16	18	34	32	65%	↑10		↓11	
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7	
Reid	53	98%	77	21	2		2%	↓2		↓11	
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23	
Sato	120	4%		3	2	39	57	96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,737	75%	53	21	15	11	25%	↑3	↓25	
Browning	59	98%	83	15	2		2%	↓5	↓33	
Cabrillo	410	92%	69	23	7	2	8%	↓2	↓26	
CAMS	162		6%		5	20	74	94%	↑4	↓10
EPHS	225	97%	85	12	3		3%	↑1	↓23	
Jordan	420	93%	75	18	7		7%	↑1	↓28	
Lakewood	603	85%	62	23	12	3	15%	↑2	↓22	
McBride	168	65%	36	29	28	7	35%	↑3	↓31	
Millikan	756	66%	35	30	21	13	34%	↑4	↓30	
Polytechnic	902	69%	54	15	17	13	31%	↑2	↓19	
Reid	53	100%	96	4			0%	-	↓16	
Renaissance	92	86%	64	22	10	4	14%	↑8	↓27	
Sato	118		23%	6	17	25	52	77%	↓1	↓12
Wilson	769	75%	49	26	16	9	25%	↑5	↓29	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163			21%	20	47	33	79%	↓-	
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93			20%	20	45	34	80%	↑19	
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	1	100%	100			0%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-	↓1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/2/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023

School Name	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	26.1%	-5.6%	25.8%	8.7%	32.5%	-12.5%	21.1%	-0.2%	Hispanic	20.3%	-5.9%
Bancroft	54.9%	1.7%	48.8%	-3.2%	60.2%	4.6%	55.3%	3.7%	African American	43.3%	-1.1%
Cubberley	67.6%	2.3%	51.6%	-5.6%	62.8%	-13.1%	67.6%	15.3%	African American	45.2%	-7.3%
Franklin	35.7%	-5.4%	34.1%	-7.6%	39.5%	2.8%	33.2%	-11.5%	African American	29.2%	-10.0%
Hamilton	29.5%	-8.9%	32.8%	-10.7%	30.2%	-8.7%	25.4%	-7.4%	African American	17.8%	-12.1%
Hoover	34.2%	-6.6%	41.2%	5.9%	27.0%	-15.7%	34.5%	-9.5%	African American	26.4%	-7.2%
Hughes	48.9%	-1.8%	43.3%	-8.2%	54.3%	4.2%	49.0%	-1.4%	African American	34.3%	-4.6%
IVA	100.0%	24.4%					100.0%	21.4%			
Jefferson	50.5%	3.2%	43.8%	-0.3%	56.5%	8.9%	51.7%	1.5%	African American	36.5%	-0.9%
Keller	63.2%	-5.4%	59.6%	-1.2%	69.3%	-3.6%	60.4%	-13.4%	Hispanic	59.9%	-3.1%
Lindbergh	30.4%	-1.8%	24.0%	1.1%	29.3%	-11.2%	37.5%	4.0%	African American	23.3%	1.3%
Lindsey	31.8%	-3.7%	30.8%	-3.1%	32.6%	-6.2%	32.1%	-1.7%	African American	17.0%	-7.4%
Marshall	57.6%	-7.7%	51.5%	-12.8%	62.6%	-5.2%	58.6%	-5.1%	African American	40.8%	-6.6%
Muir	41.3%	-4.7%	38.2%	-8.6%	55.3%	-8.2%	47.2%	-15.3%	African American	30.4%	0.4%
Nelson	36.3%	2.3%	35.5%	2.5%	39.2%	2.1%	34.3%	2.7%	African American	13.2%	-5.1%
Newcomb	81.1%	-2.6%	82.8%	-5.0%	81.8%	-4.0%	90.6%	2.2%	African American	75.0%	-0.8%
Powell	36.0%	1.1%	27.3%	8.1%	35.5%	-1.6%	30.8%	-10.5%	Other	18.2%	-20.3%
Robinson	31.4%	-7.2%	36.0%	7.1%	32.0%	-13.2%	37.1%	-11.3%	African American	22.8%	-5.9%
Rogers	71.2%	-0.6%	67.5%	-1.8%	72.7%	-6.5%	73.2%	5.9%	African American	31.1%	2.2%
Stanford	67.0%	7.0%	68.4%	16.6%	68.1%	-5.6%	64.5%	9.9%	African American	51.8%	11.4%
Stephens	37.0%	10.4%	32.9%	0.2%	43.2%	15.7%	34.5%	14.4%	African American	26.6%	10.2%
Tincher	68.8%	0.2%	64.1%	-2.2%	70.8%	-5.6%	70.3%	5.2%	African American	50.0%	-8.2%
Washington	26.3%	-3.0%	24.0%	-4.3%	26.3%	-6.5%	28.7%	1.4%	African American	20.2%	-7.0%

SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
97	38.3%	Filipino	38	44.2%	-3.6%	45.9%	3.1%	19.4%	-4.8%	16.3%	0.4%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
120	30.1%	Other	27	32.3%	-6.2%	24.6%	-0.8%	9.2%	-6.7%	6.9%	-4.4%
90	36.8%	Cambodian	22	28.7%	-6.5%	16.5%	-18.3%	14.1%	-5.2%	9.7%	-2.4%
121	43.0%	Asian	36	32.6%	-4.2%	20.0%	-6.4%	11.8%	-6.2%	9.1%	-3.0%
207	37.1%	White	98	39.7%	-7.6%	33.8%	-5.8%	20.4%	0.8%	16.1%	0.7%
148	37.5%	Asian	73	48.8%	4.4%	35.4%	-4.1%	24.4%	16.2%	16.8%	8.1%
334	17.5%	Other	31	49.4%	-1.9%	44.4%	-12.7%	35.3%	18.6%	35.3%	18.6%
86	35.1%	Asian	24	29.3%	-2.7%	31.3%	-2.6%	16.1%	7.8%	11.1%	6.5%
106	16.0%	Hispanic	543	32.8%	-3.6%	33.1%	3.7%	6.7%	1.0%	5.1%	0.8%
98	50.5%	Filipino	23	41.8%	-11.1%	44.2%	-9.3%	21.8%	-5.7%	17.9%	-4.8%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
91	42.7%	Cambodian	152	34.4%	-0.1%	25.6%	11.9%	12.5%	2.9%	8.9%	0.9%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%
45	52.2%	Asian	48	48.9%	-5.3%	38.2%	1.6%	31.6%	-1.1%	21.3%	-1.0%
110	29.8%	Filipino	38	51.5%	6.7%	51.2%	-8.8%	37.8%	11.3%	28.5%	7.4%
94	35.9%	Filipino	64	34.1%	12.0%	26.5%	1.2%	2.7%	-3.3%	2.7%	-1.3%
56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%	11.2%
99	20.7%	Asian	22	25.2%	-2.5%	16.8%	-6.3%	6.0%	1.0%	4.6%	0.6%

SBAC ELA 2023

Gender Diff
7.7%
9.7%
14.1%
8.4%
4.1%
10.0%
7.7%
4.0%
17.4%
8.2%
12.3%
12.0%
13.3%
6.6%
13.6%
5.4%
13.8%
5.0%
18.8%
10.6%
8.9%
12.3%

Newcomb

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	11	26	57	
		Grade	Gr. 01		1	3	
			Gr. 02	1	1	9	
			Gr. 03		8	8	
			Gr. 04	2		2	
			Gr. 05	1	2	1	
			Gr. 06	2	5	5	
			Gr. 07	2	5	12	
			Gr. 08	3	2	12	
			Gr. K		2	5	
			Ethnicity	African American	1	2	8
		American Indian				1	
		Asian			5	7	
		Filipino		1		1	
		Hispanic		5	5	21	
		Other		2	1	4	
		White		2	13	15	
		Gender	Female			4	
			Male	11	26	53	
		Fluency	EL + RFEP	2	1	3	
			ELL	1	1	3	
			RFEP	1			
		Foster	Foster		1	3	

Newcomb

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	GATE/Excel	GATE/Excel	3	5	7	
		Homeless	Homeless		4	1	
		LowSES	Low SES	1	11	21	
		SPED	Special Ed.	2	12	19	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2	7	13	

Newcomb

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2021-2022	YR	All	All	4	40	63	2	
		Grade	Gr. 01		8	17	1	
			Gr. 02		7	9		
			Gr. 03			7	1	
			Gr. 04			2	6	
			Gr. 05		2	1	2	
			Gr. 06		2	4	5	
			Gr. 07			6	7	
			Gr. 08			12	10	
		Ethnicity	African American		5	6		
			Asian			2	4	
			Filipino			2		1
			Hispanic		2	16	26	1
			Other			1	9	
			White		2	14	18	
		Gender	Female	1	9	15		
			Male	3	31	48	2	
		Fluency	EL + RFEP	1		4		
			ELL	1		1		
			RFEP			3		
		GATE/Excel	GATE/Excel	1	7	8	1	
		Homeless	Homeless	1		2		
		LowSES	Low SES	2	13	28	1	

Newcomb

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	SPED	Special Ed.	2	16	18	1
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2	16	18	1

Newcomb

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2020-2021	YR	All	All		1	3		
		Grade	Gr. 06				2	
			Gr. 07				1	
			Gr. 08		1			
		Ethnicity	African American				1	
			Hispanic		1		1	
			White				1	
		Gender	Female			1		
			Male					3
		GATE/Excel	GATE/Excel				1	
		SPED	Special Ed.				1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP				1	

Newcomb

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		3	28	
		Grade	Gr. 01			1	
			Gr. 03			1	
			Gr. 04			1	
			Gr. 05			2	
			Gr. 06		1	4	
			Gr. 07			8	
			Gr. 08		1	7	
			Gr. K		1	3	
			Gr. TK			1	
		Ethnicity	African American			3	
			Hispanic		1	7	
			Other			5	
			White		2	13	
		Gender	Female		1	9	
			Male		2	19	
		Fluency	EL + RFEP		1	2	
			ELL		1	2	
		GATE/Excel	GATE/Excel			3	
		Homeless	Homeless			1	
		LowSES	Low SES		1	10	
		SPED	Special Ed.		1	4	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1	4	

Newcomb

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		34	28	
		Grade	Gr. 02		4	1	
			Gr. 03		1	1	
			Gr. 04		1		
			Gr. 05			3	
			Gr. 06		1	2	
			Gr. 07		7	9	
			Gr. 08		20	12	
			Ethnicity	African American		4	9
		Hispanic			15	12	
		White			15	7	
		Gender	Female		5	3	
			Male		29	25	
		Fluency	EL + RFEP		4	1	
			ELL		4	1	
		GATE/Excel	GATE/Excel		3	3	
		Homeless	Homeless			3	
		LowSES	Low SES		14	11	
		SPED	Special Ed.		16	5	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		9	5	

Newcomb

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.





School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2017-2018	YR	All	All		55	47	1
		Grade	Gr. 01		3	1	
			Gr. 02			1	
			Gr. 03			1	
			Gr. 05		6	5	
			Gr. 06		7	13	
			Gr. 07		21	14	1
			Gr. 08		12	11	
			Gr. K		6	1	
			Ethnicity	African American		10	10
		American Indian				1	
		Asian			2	2	
		Hispanic			10	13	
		Other			9	6	1
		Pacific Islander				1	
		White			24	14	
		Gender	Female		8	17	
			Male		47	30	1
		Fluency	EL + RFEP		6	9	
			ELL		5	5	
			RFEP		1	4	
		GATE/Excel	GATE/Excel		9	3	
		Homeless	Homeless		2	2	

Newcomb

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2017-2018	YR	LowSES	Low SES		 18	 21	
		SPED	Special Ed.		 20	 10	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		 20	 10	

Newcomb

22-23

Students by Subgroup Categorized by 1 or more than 1 incident

subgroup		YR	
		# Students	Percent by Category
Category			
All Students	All	51	41 59
Grade	Gr. 01	2	50 50
	Gr. 02	6	50 50
	Gr. 03	3	67 33
	Gr. 04	4	100
	Gr. 05	1	100
	Gr. 06	9	33 67
	Gr. 07	12	50 50
	Gr. 08	11	36 64
	Gr. K	3	33 67
Ethnicity	African American	7	43 57
	American Indian	1	100
	Asian	4	50 50
	Filipino	2	100
	Hispanic	18	50 50
	Other	5	40 60
	White	14	36 64
Gender	Female	4	100
	Male	47	45 55

Newcomb

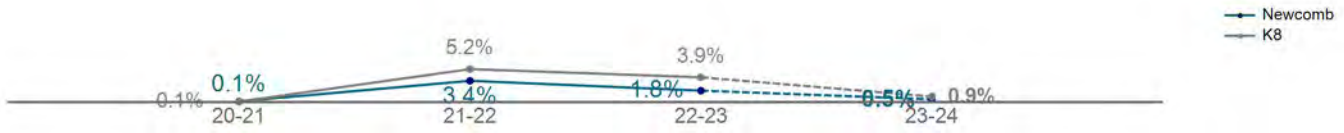
22-23

Students by Subgroup Categorized by 1 or more than 1 incident

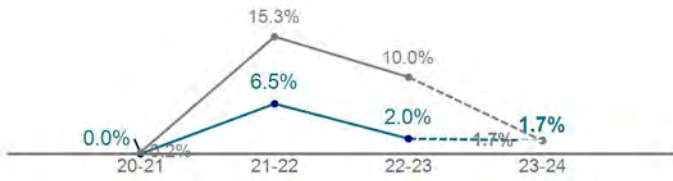
		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	4	50 50
	ELL	3	67 33
	Foster	3	33 67
	GATE/Excel	10	30 70
	Homeless	3	67 33
	Low SES	15	47 53
	RFEP	1	100
	Spec Ed. Speech/RSP	10	60 40
	Special Ed.	12	58 42

Suspension Rate

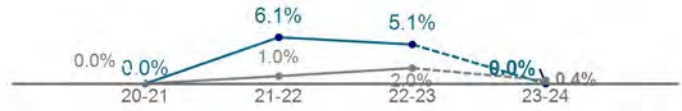
Newcomb
All Students
N = 869



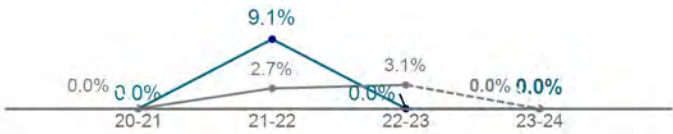
African American
N = 58



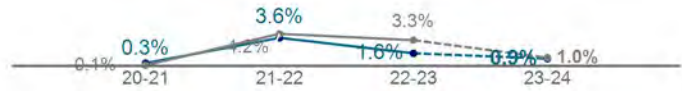
Asian
N = 47



Filipino
N = 27



Hispanic
N = 326



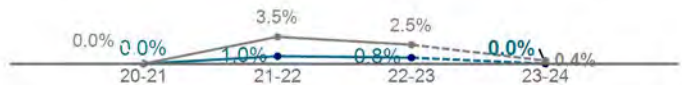
Pacific Islander
Subgroup with fewer than 20 students.

White
N = 266



Native American
Subgroup with fewer than 20 students.

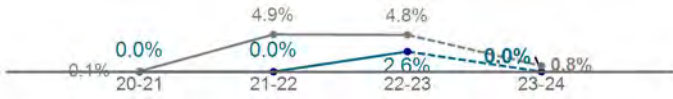
Other
N = 141



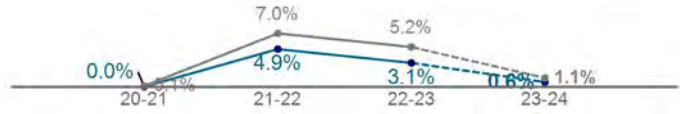
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

EL + RFEP
N = 39



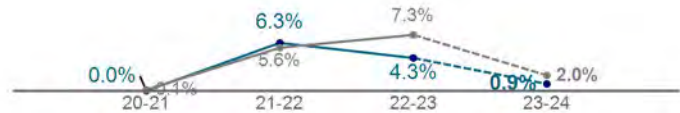
Low SES
N = 165



English Learner
N = 21



Special Education
N = 113



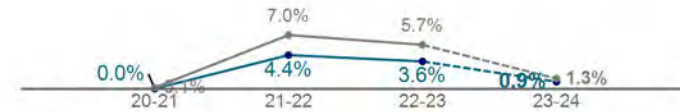
Homeless or Foster Youth
N = 20



Female
N = 427



Male
N = 442



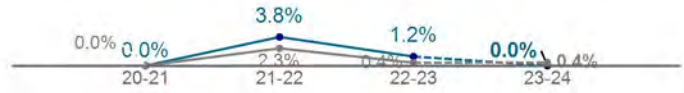
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

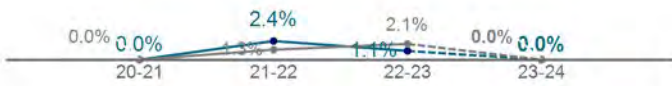
Gr. K
N = 78



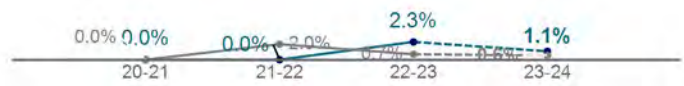
Gr. 01
N = 81



Gr. 02
N = 87



Gr. 03
N = 91



Gr. 04
N = 84



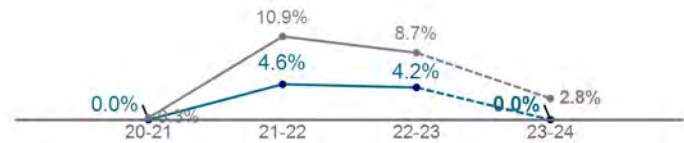
Gr. 05
N = 90



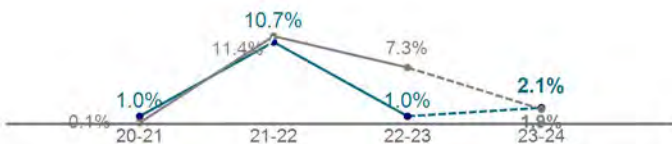
Gr. 06
N = 107



Gr. 07
N = 109



Gr. 08
N = 96



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

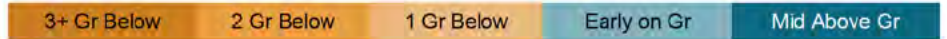
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	80	8	73	10	10	
			2	80	4	46	21	29	
			3	79	3	23	20	54	
	Teacher	Hunter, K	1	27	7	78	7	7	
			2	27	4	41	33	22	
			3	28	4	18	18	61	
		Soldan, J	1	27	11	63	11	15	
			2	27	4	44	15	37	
			3	27		33	22	44	
		Ware, L	1	26	8	73	12	8	
			2	26	4	54	15	27	
			3	26	4	19	19	58	
	Ethnicity	American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		Filipino	1	2	100				
			2	2		50		50	
			3	2		50		50	
		Hispanic	1	26	8	85	8		
			2	25	4	56	32	8	
			3	26		38	35	27	
		White	1	30	7	63	13	17	
			2	30	3	37	23	37	
			3	29	3	7	17	72	
Other	1	19	5	74	11	11			
	2	19	5	42	11	42			
	3	18	6	11	11	72			
Pacific Islander	2	1	100						
	3	1	100						

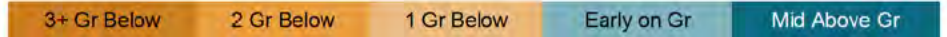


i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	30	3	87	3	7	
			2	30		67	10	23	
			3	31		26	26	48	
		Male	1	50	10	64	14	12	
			2	50	6	34	28	32	
			3	48	4	21	17	58	
	Special Populations	Low SES	1	5	100				
			2	4		50	25	25	
			3	4		25		75	
		ELL	1	2	100				
			2	2		50		50	
			3	2			50	50	
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	3	100				
			2	3		67		33	
			3	3		33	33	33	
		Special Ed.	1	11	9	82		9	
			2	11		9	45	18	27
			3	10		10	40	10	40
		Spec Ed. Speech/RSP	1	11	9	82		9	
			2	11		9	45	18	27
			3	10		10	40	10	40
Homeless	1	1	100						

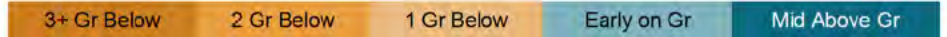
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	83	13	59	16	12	
			2	83		45	30	25	
			3	82		17	26	57	
	Teacher	McDougle, J	1	28	18	64	4	14	
			2	28		54	21	25	
			3	28		18	29	54	
		Romero, L	1	28	18	57	18	7	
			2	28		46	36	18	
			3	28		4	21	29	46
		Tomczyk, K	1	28	4	57	25	14	
			2	28		32	36	32	
			3	28		14	18	68	
	Ethnicity	African American	1	3		33	33	33	
			2	4		50	25	25	
			3	3			33	67	
		Asian	1	3		67	33		
			2	3		67	33		
			3	3		33	33	33	
		Filipino	1	3	100				
			2	3		33	67		
			3	3			33	67	
		Hispanic	1	30	17	73	7	3	
			2	29		48	31	21	
			3	31		16	32	52	
White		1	30	17	43	27	13		
		2	30		37	33	30		
		3	28		21	14	64		
Other		1	14		64	7	29		
		2	14		50	21	29		
		3	14		14	29	57		

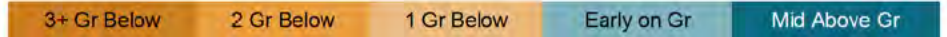
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	44	14	61	18	7	
			2	45		56	29	16	
			3	45		22	29	49	
		Male	1	39	13	56	13	18	
			2	38		32	32	37	
			3	37		11	22	68	
	Special Populations	Low SES	1	12	42	58			
			2	12		75	17	8	
			3	11		27	55	18	
		ELL	1	2	100				
			2	2		50	50		
			3	2			100		
		EL + RFEP	1	2	100				
			2	2		50	50		
			3	2			100		
		Special Ed.	Special Ed.	1	13	23	62	8	8
				2	12		58	33	8
				3	11		18	27	55
			Spec Ed. Speech/RSP	1	13	23	62	8	8
				2	12		58	33	8
				3	11		18	27	55
		Foster	1	1	100				
			2	1	100				
			3	1	100				
	Homeless	1	1	100					
		2	2	100					
		3	1	100					
GATE/Excel	1	14		29	21	50			
	2	14		7	36	57			
	3	14			7	93			

i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	81	11	69	17		
			2	81		38	35	26	
			3	81			11	27	60
	Teacher	Di Fiore, M	1	26	12	69	12	4	
			2	26		31	42	27	
			3	26			4	23	73
		Keeton, T	1	28	4	79	18		
			2	28		50	29	21	
			3	28			11	43	46
		Taylor Godwin, D	1	28	14	61	21		
			2	28	4	36	32	29	
			3	28	4	18	18	61	
	Ethnicity	African American	1	4	25	50	25		
			2	4		50	50		
			3	4			25	75	
		Asian	1	5		20	60	20	
			2	5		20	80		
			3	5			20	80	
		Filipino	1	3	67	33			
			2	3		67	33		
			3	3		33	67		
		Hispanic	1	36	11	72	17		
			2	35		40	40	20	
			3	35			11	29	60
		White	1	22	9	77	14		
			2	23		4	35	30	30
			3	23			4	13	17
Other	1	11	9	82	9				
	2	11		36	36	27			
	3	11			9	36	55		

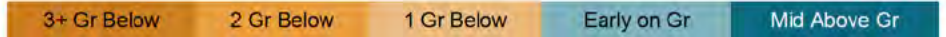
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	38	8	74	16	3	
			2	37		3	30	38	30
			3	37		3	11	19	68
		Male	1	43	2	14	65	19	
			2	44			45	32	23
			3	44			11	34	55
	Special Populations	Low SES	1	14	7	14	71	7	
			2	14			71	21	7
			3	14			21	43	36
		Special Ed.	1	8	13	13	75		
			2	7			57	29	14
			3	8			13	38	50
		Spec Ed. Speech/RSP	1	8	13	13	75		
			2	7			57	29	14
			3	8			13	38	50
GATE/Excel	1	15			53	40	7		
	2	15				20	80		
	3	15					100		

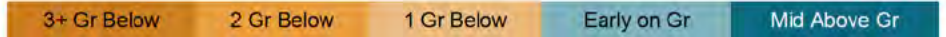
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	87	25	49	31	13	
			2	87	13	26	34	34	
			3	87	5	11	15	69	
	Teacher	Carter, M	1	30	50	37	13		
			2	30	33	33	33		
			3	29	10	21	69		
		Ginsburg, C	1	30	7	10	50	27	7
			2	30	3	7	27	30	33
			3	30	10	13	10	67	
		Schmidt, E	1	28	4	50	29	18	
			2	28	4	25	36	36	
			3	28	4	11	14	71	
	Ethnicity	African American	1	2	100				
			2	2	100				
			3	3		33	33	33	
		Asian	1	2		50	50		
			2	2			100		
			3	2			100		
		Filipino	1	5	80		20		
			2	5			60	40	
			3	5			20	80	
		Hispanic	1	34	3	12	47	32	6
			2	34	33	41	26	26	
			3	33	6	18	18	58	
White		1	32	53		25	22		
		2	32	3	22	34	41		
		3	32	3	9	16	72		
Other	1	12	8	25	58	8			
	2	12	8		42	50			
	3	12	8			92			

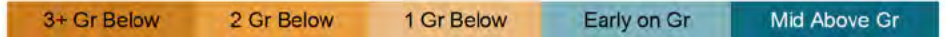
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	44	25	52	25	16	
			2	43	2	2	30	28	37
			3	43	7	9	23	60	
		Male	1	43	25	47	37	9	
			2	44	5	23	41	32	
			3	44	2	14	7	77	
	Special Populations	Low SES	1	16	6	13	63	19	
			2	16	6	6	50	25	13
			3	15	13	27	20	40	
		Special Ed.	1	8	13	13	75		
			2	8	38	50	13		
			3	8	13	50	13	25	
		Spec Ed. Speech/RSP	1	8	13	13	75		
			2	8	38	50	13		
			3	8	13	50	13	25	
		Homeless	1	3	33	67			
			2	3	67	33			
			3	2	50	50			
GATE/Excel	1	33	27	42	30				
	2	33	3	33	64				
	3	33	9	91					

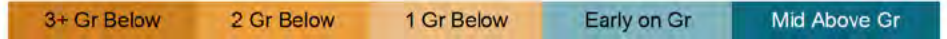
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	64	6	3	41	33	17
			2	67	14	18	30	46	
			3	66	3	9	20	68	
	Teacher	Bell, P	1	33	6	6	45	30	18
			2	34	33	12	29	53	
			3	34	3	6	18	74	
		Dina, J	1	32	6	6	34	34	19
			2	33	6	6	24	30	39
			3	33	3	12	21	64	
	Ethnicity	African American	1	1					100
			2	1					100
			3	1					100
		Asian	1	4		50			50
			2	4		50			50
			3	4				50	50
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	23	4	4	52	26	13
			2	24	4	4	21	38	38
			3	24	4	4	13	21	63
White		1	25	8	4	40	32	16	
		2	27	7	7	11	26	56	
		3	26	4	4	4	19	73	
Other	1	10	10	10	20	50	20		
	2	10	10	10	20	40	30		
	3	10	20	20	10	70			
Gender	Female	1	32	6	6	44	31	13	
		2	32	6	6	13	38	44	
		3	31	6	6	6	19	68	
	Male	1	32	6	6	38	34	22	
		2	35	33	23	23	49		
		3	35	11	11	20	69		

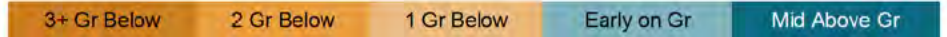
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	Low SES	1	7	14	14	43	29		
			2	8	13	63	13	13		
			3	8	13	38	38	13		
		ELL	1	3	33	67				
			2	3	33	33	33			
			3	3	33	33	33			
		RFEP	1	1					100	
			2	1					100	
			3	1					100	
		EL + RFEP	1	4	25	50	25			
			2	4	25	25	25	25		
			3	4	25	25	25	25		
		Special Ed.	1	5	60	40				
			2	6	17	33	33	17		
			3	6	17	33		50		
		Spec Ed. Speech/RSP	1	5	60	40				
			2	6	17	33	33	17		
			3	6	17	33		50		
		Foster	1	1	100					
			2	1	100					
			3	1				100		
Homeless	1	1	100							
	2	1	100							
	3	1	100							
GATE/Excel	1	22		27	32	41				
	2	23			9	91				
	3	22			5	95				

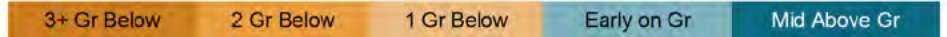
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	94	6	7	26	39	21
			2	94	3	5	18	31	43
			3	93	1	5	20	20	53
	Teacher	Fiore, P	1	62	6	10	26	42	16
			2	62	3	6	16	34	40
			3	62	2	6	23	19	50
		Sauerheber, N	1	32	6	6	25	31	31
			2	32	3	3	22	25	47
			3	32	6	16	16	22	56
	Ethnicity	African American	1	10	20	20	20	40	20
			2	10	10	30	30	30	
			3	10	10	30	10	50	
		Asian	1	5	20	20	60	20	
			2	4	50	50	50	50	
			3	4	50	50	50	50	
		Filipino	1	4	25	25	50	50	
			2	4	50	50	50	50	
			3	4	100	100	100	100	
		Hispanic	1	32	3	9	41	38	9
			2	33	3	9	24	30	33
			3	32	3	3	25	25	44
		White	1	31	10	6	19	39	26
			2	31	3	3	16	26	52
			3	31	10	16	16	26	48
	Other	1	12	17	8	8	42	33	
		2	12	8	8	8	33	50	
		3	12	25	25	75	75		
	Gender	Female	1	49	6	10	24	35	24
			2	49	2	4	20	39	35
			3	49	4	4	22	27	47
Male		1	45	7	4	27	44	18	
		2	45	4	7	16	22	51	
		3	44	2	7	18	14	59	

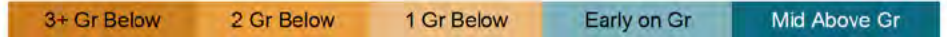
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
6	Special Populations	Low SES	1	26	4	19	31	31	15	
			2	26	4	12	19	27	38	
			3	26	4	4	35	15	42	
		ELL	1	1					100	
		RFEP	1	6		33	33	33		
			2	6		17	33	50		
			3	6			33	67		
		EL + RFEP	1	7		29	43	29		
			2	6		17	33	50		
			3	6			33	67		
		Special Ed.	1	12		25	8	33	25	8
			2	12		8	8	42	17	25
			3	12			25	17	33	25
		Spec Ed. Speech/RSP	1	12		25	8	33	25	8
			2	12		8	8	42	17	25
			3	12			25	17	33	25
		Homeless	1	6		17	33	50		
			2	6		17	17	17	50	
			3	6		17	33	50		
		GATE/Excel	1	37			5	41	54	
			2	37				19	81	
3	37				3	8	89			

i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	88	7	8	34	31	20
			2	87	5	5	36	31	24
			3	85	5	4	20	38	34
	Teacher	Arroyo, F	1	58	7	10	38	26	19
			2	58	5	5	40	26	24
			3	58	7	3	24	28	38
		Jackson, A	1	29	3	3	28	41	24
			2	29	3	7	24	41	24
			3	29	3	3	14	55	24
	Ethnicity	African American	1	5	20	20	40	20	
			2	5	20	40	20	20	
			3	5		20	60	20	
		Asian	1	2		50	50		
			2	2		50	50		
			3	2		50	50		
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	45	9	11	31	31	18
			2	44	7	7	36	32	18
			3	44	9	7	16	39	30
		White	1	25	4	32	40	24	
			2	25		36	32	32	
			3	24		21	38	42	
		Other	1	10	10	40	20	30	
			2	10	10	20	30	40	
			3	9		22	22	56	
Gender	Female	1	50	6	10	32	32	20	
		2	49	6	4	33	31	27	
		3	49		2	6	18	41	33
	Male	1	38	8	5	37	29	21	
		2	38	3	5	39	32	21	
		3	36	8	22	33	36		

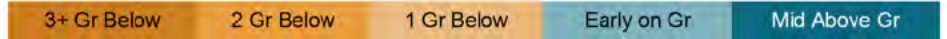
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Special Populations	Low SES	1	22	9	9	45	23	14
			2	21	10	14	38	29	10
			3	21	10	29	48	14	
		ELL	1	2	50	50			
			2	2	50	50			
			3	1	100				
		RFEP	1	6	17	33	50		
			2	6	17	17	17	50	
			3	6	17	17	67		
		EL + RFEP	1	8	13	25	25	38	
			2	8	25	13	25	38	
			3	7	14	14	14	57	
		Special Ed.	1	8	50	25	25		
			2	7	43	29	29		
			3	9	44	22	11	22	
		Spec Ed. Speech/RSP	1	8	50	25	25		
			2	7	43	29	29		
			3	9	44	22	11	22	
		Homeless	1	2	50	50			
			2	2	50	50			
			3	2	100				
GATE/Excel	1	29	21	41	38				
	2	30	17	37	47				
	3	29	3	38	59				

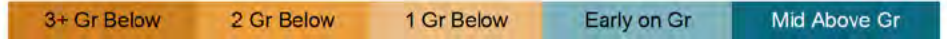
i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	95	11	9	42	24	14
			2	95	7	3	37	31	22
			3	94	4	7	21	34	33
	Teacher	Arroyo, F	1	64	14	9	44	20	13
			2	64	11	3	34	33	19
			3	64	6	11	20	31	31
		Wells, S	1	31	10		42	32	16
			2	31	3		42	26	29
			3	32			22	44	34
	Ethnicity	African American	1	9	22	22	33	11	11
			2	9	22		56	11	11
			3	9		22	11	44	22
		American Indian	1	1	100				
			2	1				100	
			3	1				100	
		Asian	1	4	75			25	
			2	4		50		25	25
			3	4		25		50	25
		Filipino	1	1				100	
			2	1	100				
			3	1				100	
		Hispanic	1	35	6	11	46	20	17
			2	34	3		38	35	24
			3	34		33	18	41	35
		White	1	34	9	6	50	32	3
			2	35	9	6	37	34	14
			3	34	15		32	26	26
Other	1	11		27	9	27	36		
	2	11		9	9	9	18	55	
	3	11		9	9	9	18	55	

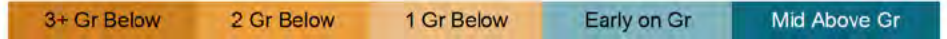


i-Ready Math Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 8

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Gender	Female	1	44	7	14	41	27	11
			2	46	4	46	30	20	
			3	46	4	7	20	41	28
		Male	1	51	14	6	43	22	16
			2	49	10	6	29	31	24
			3	48	4	8	23	27	38
	Special Populations	Low SES	1	26	12	12	35	23	19
			2	24	4	4	46	21	25
			3	24	4	4	29	33	29
		ELL	1	1	100				
		RFEP	1	5	20	40	40		
			2	5	60	20	20		
			3	5	40	20	40		
		EL + RFEP	1	6	17	17	33	33	
			2	5	60	20	20		
			3	5	40	20	40		
		Special Ed.	1	6	50	50			
			2	6	50	33	17		
			3	6	17	33	17	33	
		Spec Ed. Speech/RSP	1	6	50	50			
			2	6	50	33	17		
	3		6	17	33	17	33		
	Homeless	1	4	50	50				
		2	4	25	25	50			
		3	4	25	25	25	25		
	GATE/Excel	1	26	19	31	50			
		2	25	32	68				
3		26	19	81					

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	81	4	68	17	11		
			2	77	1	43	13	43		
			3	71		10	13	77		
	Teacher	Hunter, K		1	27	4	78	15	4	
				2	27		48	15	37	
				3	28		7	11	82	
		Soldan, J		1	27	4	67	22	7	
				2	27		52	4	44	
				3	27		15	15	70	
		Ware, L		1	26	4	58	15	23	
				2	26		4	23	19	54
				3	26		8	8	85	
	Ethnicity	American Indian		1	1	100				
				2	1	100				
				3	1			100		
		Asian		1	2		50		50	
				2	2		50		50	
				3	2		50		50	
		Filipino		1	2				50	50
				2	2		50		50	
				3	2				100	
		Hispanic		1	26	4	85	8	4	
				2	25		48	28	24	
				3	23		17	17	65	
		Pacific Islander		1	1	100				
				2	1	100				
				3	1				100	
White		1	30	3	77	13	7			
		2	28		50	11	39			
		3	25			4	12	84		
Other		1	19		5	37	37	21		
		2	18		6	17		78		
		3	17			6	6	88		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	30		73	17	10	
			2	29		38	14	48	
			3	27		11	11	78	
		Male	1	51	6	65	18	12	
			2	48	2	46	13	40	
			3	44	9	14	77		
	Special Populations	Low SES	1	5	100				
			2	4		75	25		
			3	3			33	67	
		ELL	1	2		50	50		
			2	2			100		
			3	2			100		
		RFEP	1	1	100				
			2	1			100		
			3	1			100		
		EL + RFEP	1	3		67	33		
			2	3			67	33	
			3	3			100		
		Special Ed.	1	11	9	82	9		
			2	11		82	9	9	
			3	10		40	20	40	
Spec Ed. Speech/RSP	1	11	9	82	9				
	2	11		82	9	9			
	3	10		40	20	40			
Homeless	1	1	100						

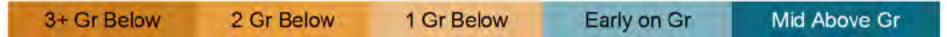
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 2



Legend

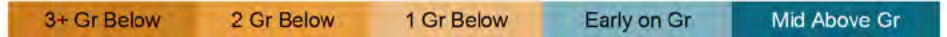


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	82	4	44	20	33	
			2	82		10	18	72	
			3	81		6	12	81	
	Teacher	McDougle, J	1	28		50	18	32	
			2	28		7	32	61	
			3	28			29	71	
		Romero, L	1	28	7	39	21	32	
			2	28		18	7	75	
			3	28		18	7	75	
		Tomczyk, K	1	28	4	43	18	36	
			2	28			4	21	75
			3	28			4	93	
	Ethnicity	African American	1	3		33	33	33	
			2	4			25	75	
			3	2				100	
		Asian	1	3		67		33	
			2	3				67	33
			3	3				67	33
		Filipino	1	3		33		67	
			2	3				33	67
			3	3					100
		Hispanic	1	30		43	23	33	
			2	29			3	17	79
			3	31			3	6	90
		White	1	29	10	48	10	31	
			2	29		24	14	62	
			3	29		14	21	66	
Other	1	14		36	21	43			
	2	14			14	86			
	3	13				100			

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Newcomb 2022-2023 Grade 2**



Legend

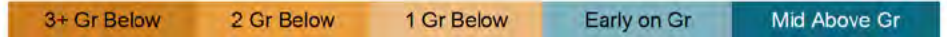


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Gender	Female	1	45	2	49	13	36		
			2	43			5	23	72	
			3	44			5	14	82	
		Male	1	37	5	38	27	30		
			2	39	15	13	72			
			3	37	8	11	81			
	Special Populations	Low SES	1	12	8	75	8	8		
			2	10		30	30	40		
			3	9		11	22	67		
		ELL	1	2	100					
			2	2			50	50		
			3	2				100		
		EL + RFEP	1	2	100					
			2	2			50	50		
			3	2				100		
		Special Ed.	Special Ed.	1	13	8	62	23	8	
				2	12		42	17	42	
				3	12		25	17	58	
			Spec Ed. Speech/RSP	1	13	8	62	23	8	
				2	12		42	17	42	
				3	12		25	17	58	
		Foster	1	1	100					
			2	1	100					
		Homeless	1	1	100					
	2		2			50	50			
	GATE/Excel	GATE/Excel	1	14		14	7	79		
			2	14				100		
3			14				100			

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Newcomb 2022-2023 Grade 3



Legend

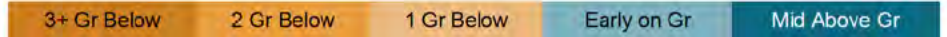


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	82	12	20	33	35	
			2	80	1	11	30	58	
			3	80	1	8	23	69	
	Teacher	Di Fiore, M	1	26	4	35	19	42	
			2	26	12	31	58		
			3	26	8	27	65		
		Keeton, T	1	28	11	11	36	43	
			2	28	11	21	68		
			3	28	4	18	79		
		Taylor Godwin, D	1	28	18	14	46	21	
			2	28	4	11	39	46	
			3	28	4	11	25	61	
	Ethnicity	African American	1	4	50	25	25		
			2	4	50	50			
			3	4		50	50		
		Asian	1	5			100		
			2	5		20	80		
			3	5			100		
		Filipino	1	2	50	50			
			2	3	67	33			
			3	3	33	67			
		Hispanic	1	36	11	19	44	25	
			2	33	9	27	64		
			3	33	9	21	70		
		White	1	24	17	17	29	38	
			2	24	4	8	42	46	
			3	24	4	8	21	67	
Other	1	11	27	27	45				
	2	11		27	73				
	3	11		18	82				

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Newcomb 2022-2023 Grade 3**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	38	5	13	42	39	
			2	37	33	24	70		
			3	36	3	19	78		
		Male	1	44	18	25	25	32	
			2	43	19	35	47		
			3	44	14	25	61		
	Special Populations	Low SES	1	13	23	31	31	15	
			2	14	36	36	29		
			3	14	21	36	43		
		Special Ed.	1	7	14	29	29	29	
			2	8	25	25	50		
			3	7	14	29	57		
		Spec Ed. Speech/RSP	1	7	14	29	29	29	
			2	8	25	25	50		
			3	7	14	29	57		
GATE/Excel	1	15		13	87				
	2	14		7	93				
	3	14			100				

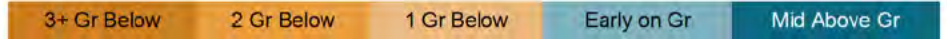
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	86	33	31	23	38		
			2	87	14	26	21	51		
			3	83	15	18	20	55		
	Teacher	Carter, M		1	30		23	33	43	
				2	30		23	20	57	
				3	30		13	20	67	
		Ginsburg, C		1	30	7	7	43	17	27
				2	30		33	33	20	40
				3	30	3	13	33	20	30
		Schmidt, E		1	28	4	4	32	21	39
				2	28		29	21	50	
				3	28	4	18	18	61	
	Ethnicity	African American		1	1	100				
				2	3		33		67	
				3	2				100	
		Asian		1	2	100				
				2	2		50		50	
				3	2		50		50	
		Filipino		1	5		40		40	20
				2	4		25		75	
				3	5		20	20	60	
		Hispanic		1	34	6	6	32	15	41
				2	34		32	18	50	
				3	31	6	23	16	55	
		White		1	32	33	25	28	41	
				2	32	33	19	25	50	
				3	31	6	16	19	58	
Other		1	12		25	33	42			
		2	12		25	8	67			
		3	12	8	8	17	67			

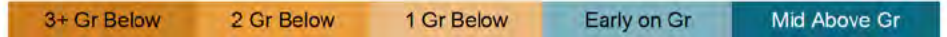
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Gender	Female	1	42	7	26	19	48		
			2	44	2	25	18	55		
			3	42	5	19	17	60		
		Male	1	44	7	36	27	30		
			2	43	2	28	23	47		
			3	41	25	17	24	51		
	Special Populations	Low SES	1	15	7	7	53	13	20	
			2	16	6	44	19	31		
			3	14	21	21	29	29		
		Special Ed.	1	8	13	25	50	13		
			2	8	13	63	13	13		
			3	8	13	25	25	13	25	
		Spec Ed. Speech/RSP	1	8	13	25	50	13		
			2	8	13	63	13	13		
			3	8	13	25	25	13	25	
		Homeless	1	2					100	
			2	3		33			67	
			3	1					100	
GATE/Excel	1	33		15	15		70			
	2	32		6	9		84			
	3	33		6	9		85			

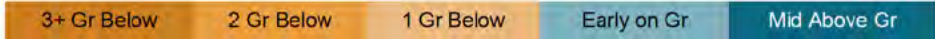
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	64	3	8	23	39	27
			2	65	6	20	28	46	
			3	65	33	12	22	60	
	Teacher	Bell, P	1	33	3	12	33	24	27
			2	34	6	24	32	38	
			3	34	33	6	26	62	
		Dina, J	1	32	3	9	16	50	22
			2	33	12	15	21	52	
			3	33	33	21	18	55	
	Ethnicity	Asian	1	4	50	25	25		
			2	3	33	67			
			3	4	25	25	50		
		Filipino	1	1				100	
			2	1				100	
			3	1				100	
		Hispanic	1	23	4	9	26	43	17
			2	23	9	26	30	35	
			3	23	4	4	22	22	48
		White	1	26	8	19	27	46	
			2	27	4	11	33	52	
			3	26	4	4	19	73	
		Other	1	10	10	10	20	60	
			2	10	10	30	20	40	
			3	10	10	10	30	50	
	African American	2	1				100		
		3	1				100		
	Gender	Female	1	34	9	24	38	29	
2			31	19	35	45			
3			31	3	16	19	61		
Male		1	30	7	7	23	40	23	
		2	34	12	21	21	47		
		3	34	6	3	9	24	59	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Low SES	1	7	14	43	14	29	
			2	6		33	17	50	
			3	7		14	29	29	29
		ELL	1	2	50	50			
			2	3	33	67			
			3	3		33	33	33	
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	3		33	33	33	
			2	4		25	50	25	
			3	4		25	25	25	25
		Special Ed.	1	4	25	25	50		
			2	6		33	50	17	
			3	5		20	60	20	
		Spec Ed. Speech/RSP	1	4	25	25	50		
			2	6		33	50	17	
			3	5		20	60	20	
		Foster	1	1					100
			2	1					100
			3	1					100
Homeless	1	1	100						
GATE/Excel	1	23			9	30	61		
	2	23				17	83		
	3	22					100		

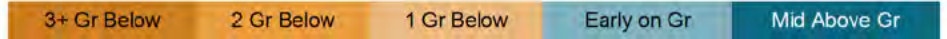
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	91	7	7	25	18	44
			2	94	2	6	23	17	51
			3	90	6	7	12	13	62
	Teacher	Huynh, C	1	72	13	10	31	14	33
			2	73	4	5	30	15	45
			3	73	14	10	14	15	48
		Wu, S	1	31	3	23	19	55	
			2	32	9	16	22	53	
			3	32	3	16	9	72	
	Ethnicity	African American	1	10	20	30	10	40	
			2	10	30	10	60		
			3	9	11	11	33	44	
		Asian	1	5	20	20	20	40	
			2	4	25	75			
			3	4	25	75			
		Filipino	1	4	50	50			
			2	4	25	75			
			3	4	25	75			
		Hispanic	1	32	6	9	41	13	31
			2	33	3	42	18	36	
			3	32	13	16	16	56	
		White	1	30	10	20	20	50	
			2	31	33	19	23	52	
			3	29	10	17	10	62	
	Other	1	10	10	20	70			
		2	12	8	8	17	67		
		3	12	17	83				
Gender	Female	1	49	6	2	24	20	47	
		2	49	24	20	22	51		
		3	48	2	6	13	8	71	
	Male	1	42	7	12	26	14	40	
		2	45	2	9	27	11	51	
		3	42	10	7	12	19	52	

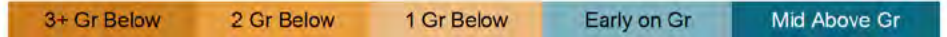
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
6	Special Populations	Low SES	1	26	12	8	35	12	35	
			2	26	4	4	31	19	42	
			3	24	8	8	4	8	71	
		ELL	1	1	100					
		RFEP	1	6			33		67	
			2	6			33		67	
			3	6			17		83	
		EL + RFEP	1	7		14		29	57	
			2	6			33		67	
			3	6			17		83	
		Special Ed.	1	11		27		45	27	
			2	12		8	8	50	8	25
			3	12			25	25	25	25
		Spec Ed. Speech/RSP	1	11		27		45	27	
			2	12		8	8	50	8	25
			3	12			25	25	25	25
		Homeless	1	6				17	17	67
			2	6				17	33	50
			3	6					17	83
		GATE/Excel	1	37			16	8	76	
			2	37			8	11	81	
3	36				8	6	86			

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	All Students	All	1	86	9	7	20	29	35
			2	88	11	5	16	24	44
			3	83	8	4	11	19	58
	Teacher	Al-Mulla, A	1	97	12	7	19	29	33
			2	97	14	4	15	25	41
			3	97	10	3	14	20	53
	Ethnicity	African American	1	5	20	20	20	40	
			2	6	17	33	17	33	
			3	5	20	80			
		Asian	1	2	50	50			
			2	2	100				
			3	2	50	50			
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	44	9	9	20	23	39
			2	44	18	5	14	25	39
			3	45	16	4	9	22	49
		White	1	25	8	8	24	32	28
			2	25	4	4	16	20	56
			3	22	5	14	18	64	
	Other	1	9	11	44	44			
		2	10	10	20	20	50		
		3	8	25	75				
	Gender	Female	1	49	6	8	20	27	39
			2	49	10	6	14	18	51
			3	49	6	2	14	18	59
		Male	1	37	14	5	19	32	30
			2	39	13	3	18	31	36
			3	34	12	6	6	21	56
Special Populations	Low SES	1	21	10	5	33	14	38	
		2	22	14	5	18	23	41	
		3	21	14	5	10	19	52	

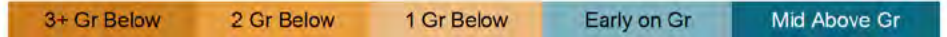
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
7	Special Populations	ELL	1	2	100					
			2	2	100					
			3	2	100					
		RFEP	1	5		40	20	40		
			2	5		20	20	20	40	
			3	6		17	33	50		
		EL + RFEP	1	7		29	29	14	29	
			2	7		43	14	14	29	
			3	8		38	25	38		
		Special Ed.	1	6		50	17	17	17	
			2	7		57		29	14	
			3	8		63		13	25	
		Spec Ed. Speech/RSP	1	6		50	17	17	17	
			2	7		57		29	14	
			3	8		63		13	25	
		Homeless	1	2		50		50		
			2	3		33		33	33	
			3	2				100		
GATE/Excel	1	30			7	23	70			
	2	30			7	30	63			
	3	29				14	86			

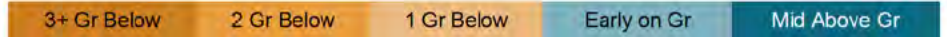
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Newcomb 2022-2023 Grade 8



Legend

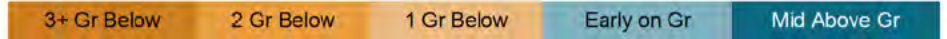


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	All Students	All	1	95	12	6	19	26	37
			2	96	6	4	18	24	48
			3	96	5	17	22	56	
	Teacher	Pecastaing-Gustaveson, T	1	9	44	22	33		
			2	9	22	11	56	11	
			3	9	22	33	22	22	
		Wu, S	1	96	13	6	19	26	36
			2	96	6	4	18	24	48
			3	96	5	17	22	56	
	Ethnicity	African American	1	9	11	11	33	11	33
			2	9	11	44	22	22	
			3	9	22	44	33		
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	4	25	25	25	25	
			2	4	25	75			
			3	4	25	75			
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	36	14	3	19	31	33
			2	35	6	20	29	46	
			3	35	6	14	17	63	
		White	1	33	9	12	15	30	33
			2	35	9	11	9	26	46
			3	35	3	26	23	49	
Other	1	11	9	18	9	64			
	2	11	18	9	73				
	3	11	9	27	64				

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Newcomb 2022-2023 Grade 8**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Gender	Female	1	45	4	7	11	40	38
			2	46	24	15	22	57	
			3	46	17	13	70		
		Male	1	50	18	6	26	14	36
			2	50	10	4	20	26	40
			3	50	10	16	30	44	
	Special Populations	Low SES	1	26	19	4	19	27	31
			2	25	8	32	16	44	
			3	25	8	24	12	56	
		ELL	1	1	100				
		RFEP	1	5	60	20	20		
			2	5	20	40	20	20	
			3	5	20	40	20	20	
		EL + RFEP	1	6	67	17	17		
			2	5	20	40	20	20	
			3	5	20	40	20	20	
		Special Ed.	1	6	67	17	17		
			2	6	50	17	17	17	
			3	6	33	50	17		
		Spec Ed. Speech/RSP	1	6	67	17	17		
			2	6	50	17	17	17	
			3	6	33	50	17		
		Homeless	1	4	50	25	25		
			2	4	25	50	25		
	3		4	25	25	25	25		
	GATE/Excel	1	26	12	15	73			
		2	26	8	8	85			
3		26	15	85					

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

i-Ready Math Overall Relative Placement School Data by Subgroup Newcomb 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	401	3	401	2	15	21	61		
		3	277	4	6	21	31	39	
Grade	Gr. 01	3	81	2	23	20	54		
	Gr. 02	3	84	1	18	25	56		
	Gr. 03	3	82	1	11	28	60		
	Gr. 04	3	87	5	11	15	69		
	Gr. 05	3	67	3	9	19	69		
	Gr. 06	3	94	1	6	20	20	52	
	Gr. 07	3	87	6	3	21	37	33	
	Gr. 08	3	96	4	7	21	35	32	
Ethnicity	African American	3	24	8	4	21	33	33	
	Hispanic	3	149	2	19	27	52		
		3	114	6	5	19	35	34	
	White	3	143	3	11	17	69		
		3	90	9	23	30	38		
	Other	3	66	3	12	17	68		
3		32	3	3	19	13	63		
Gender	Female	3	188	3	15	23	59		
		3	144	2	6	20	36	36	
	Male	3	213	2	15	20	64		
		3	133	5	6	21	25	43	
Special Populations	Low SES	3	53	6	28	34	32		
		3	72	6	3	31	32	29	
	Special Ed.	3	44	9	30	25	36		
		3	27	19	26	15	30	11	
	Spec Ed. Speech/RSP	3	44	9	30	25	36		
		3	27	19	26	15	30	11	
	GATE/Excel	3	85			6	94		
		3	93			3	20	76	

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Newcomb 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	402	3	402	2	12	18	68		
		3	277	7	3	14	18	57	
Grade	Gr. 01	3	81		10	11	79		
	Gr. 02	3	84		7	13	80		
	Gr. 03	3	82		1	7	23	68	
	Gr. 04	3	88	16	22	19	52		
	Gr. 05	3	67	33	13	22	58		
	Gr. 06	3	94	6	6	14	13	61	
	Gr. 07	3	87	9	3	13	20	55	
	Gr. 08	3	96	5	17	22	56		
Ethnicity	African American	3	24	13	4	8	29	46	
	Hispanic	3	150	3	15	16	65		
		3	114	11	2	14	18	54	
	White	3	143	3	10	18	69		
		3	90	3	4	20	17	56	
	Other	3	66	3	6	12	79		
3		32	6	3	19	72			
Gender	Female	3	189	2	11	16	71		
		3	144	3	3	15	13	66	
	Male	3	213	1	2	13	19	65	
		3	133	11	4	14	23	48	
Special Populations	Low SES	3	53	2	9	19	28	42	
		3	72	11	4	14	13	58	
	Special Ed.	3	44	5	5	30	23	39	
		3	27	30	11	22	19	19	
	Spec Ed. Speech/RSP	3	44	5	5	30	23	39	
		3	27	30	11	22	19	19	
	GATE/Excel	3	85			2	5	93	
		3	93		4	11	85		

The percentages may not equal 100% due to rounding.

Grade Distribution - Newcomb

2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category			D/F Rate		
All Students		2,031	2,031	16	12	74	2.3%	
Grade	Gr. 06	690		27	13	71	3.0%	
	Gr. 07	637		216	12	73	3.1%	
	Gr. 08	704		5	11	78	0.9%	
Ethnicity	African American	180		210	13	64	2.2%	
	American Indian	7			100	0.0%		
	Asian	77		1	13	83	0.0%	
	Cambodian	49		6		90	0.0%	
	Filipino	42		7		93	0.0%	
	Hispanic	840		227	13	71	3.6%	
	Pacific Islander	14			100	0.0%		
	White	647		16	12	75	1.9%	
	Other	224		4	9	81	0.4%	
Gender	Female	1,051		5	10	80	1.2%	
	Male	980		227	15	67	3.5%	
Special Populations	Low SES	547		229	14	66	4.4%	
	ELL	35		6	14	74	5.7%	
	RFEP	118		27	26	59	1.7%	
	EL + RFEP	153		35	24	63	2.6%	
	Special Ed.	276		3111	14	56	4.3%	
	Spec Ed. Speech/RSP	186		42	17	22	40	6.5%
	Homeless/Foster	89		1	18	15	48	1.1%
	Foster	6					0.0%	
	Homeless	83		1	19	16	52	1.2%
GATE/Excel	651		2	8	88	0.5%		

The percentages may not equal 100% due to rounding.

Grade Distribution - Newcomb

2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Students	2,031	97.7%
Grade	Gr. 06	97.0%
	Gr. 07	96.9%
	Gr. 08	99.1%
Ethnicity	African American	97.8%
	American Indian	100.0%
	Asian	100.0%
	Cambodian	100.0%
	Filipino	100.0%
	Hispanic	96.4%
	Pacific Islander	100.0%
	White	98.1%
	Other	99.6%
Gender	Female	98.8%
	Male	96.5%
Special Populations	Low SES	95.6%
	ELL	94.3%
	RFEP	98.3%
	EL + RFEP	97.4%
	Special Ed.	95.7%
	Spec Ed. Speech/RSP	93.5%
	Homeless/Foster	98.9%
	Foster	100.0%
	Homeless	98.8%
	GATE/Excel	99.5%

Grade Distribution - Newcomb 2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category			D/F Rate		
All Students		2,025	2	27	14	70	3.9%	
Grade	Gr. 06	683	1	2	9	17	65	3.7%
	Gr. 07	638	3	3	7	15	68	6.1%
	Gr. 08	704	1	5	12	76	2.1%	
Ethnicity	African American	181	1	4	12	12	62	5.5%
	American Indian	7				100	0.0%	
	Asian	77	1		23	73	1.3%	
	Cambodian	49	2	2		92	2.0%	
	Filipino	42			10	90	0.0%	
	Hispanic	833	3	3	29	14	67	4.9%
	Pacific Islander	14			14	86	0.0%	
	White	647	1	2	5	16	70	3.4%
	Other	224	2	6	10	77	2.2%	
Gender	Female	1,058	1	2	6	12	76	3.0%
	Male	967	2	3	8	17	63	4.9%
Special Populations	Low SES	554	4	3	10	16	61	6.9%
	ELL	35	3	6	6	6	74	8.6%
	RFEP	118	2	1	11	31	49	2.5%
	EL + RFEP	153	2	2	10	25	55	3.9%
	Special Ed.	269	3	3	11	17	54	6.3%
	Spec Ed. Speech/RSP	186	5	4	16	23	37	9.1%
	Homeless/Foster	90	6	3	10	20	49	8.9%
	Homeless	90	6	3	10	20	49	8.9%
GATE/Excel	651	4	1	11		83	1.1%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Newcomb 2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Students	2,025	96.1%
Grade	Gr. 06	96.3%
	Gr. 07	93.9%
	Gr. 08	97.9%
Ethnicity	African American	94.5%
	American Indian	100.0%
	Asian	98.7%
	Cambodian	98.0%
	Filipino	100.0%
	Hispanic	95.1%
	Pacific Islander	100.0%
	White	96.6%
	Other	97.8%
Gender	Female	97.0%
	Male	95.1%
Special Populations	Low SES	93.1%
	ELL	91.4%
	RFEP	97.5%
	EL + RFEP	96.1%
	Special Ed.	93.7%
	Spec Ed. Speech/RSP	90.9%
	Homeless/Foster	91.1%
	Homeless	91.1%
	GATE/Excel	98.9%

Grade Distribution - Newcomb

2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category			D/F Rate		
All Students		2,028	2	27	13	71	4.3%	
Grade	Gr. 06	690	2	38	15	66	4.9%	
	Gr. 07	638	3	6	13	71	5.8%	
	Gr. 08	700	1	4	6	11	76	2.3%
Ethnicity	African American	188	3	3	11	16	59	5.3%
	American Indian	7				100	0.0%	
	Asian	77	1	5	19	71	1.3%	
	Cambodian	49	2	2		92	4.1%	
	Filipino	42	5			95	0.0%	
	Hispanic	833	3	3	7	13	68	5.5%
	Pacific Islander	14				93	0.0%	
	White	643	2	26	14	72	3.9%	
	Other	224	2	4	9	80	2.2%	
Gender	Female	1,054	2	2	5	11	77	3.0%
	Male	974	3	3	8	15	65	5.6%
Special Populations	Low SES	554	4	3	7	15	64	7.6%
	ELL	35	3	6		11	74	2.9%
	RFEP	118	3	9		27	54	3.4%
	EL + RFEP	153	3	8		24	59	3.3%
	Special Ed.	265	4	5	9	13	58	8.7%
	Spec Ed. Speech/RSP	186	6	6	13	18	41	12.4%
	Homeless/Foster	97	7	3	12	12	52	10.3%
	Foster	7	43			14	14	42.9%
	Homeless	90	4	3	12	12	56	7.8%
	GATE/Excel	651	1	3	8		85	1.8%

The percentages may not equal 100% due to rounding.

Grade Distribution - Newcomb

2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Students	2,028	95.7%
Grade	Gr. 06	95.1%
	Gr. 07	94.2%
	Gr. 08	97.7%
Ethnicity	African American	94.7%
	American Indian	100.0%
	Asian	98.7%
	Cambodian	95.9%
	Filipino	100.0%
	Hispanic	94.5%
	Pacific Islander	100.0%
	White	96.1%
	Other	97.8%
Gender	Female	97.0%
	Male	94.4%
Special Populations	Low SES	92.4%
	ELL	97.1%
	RFEP	96.6%
	EL + RFEP	96.7%
	Special Ed.	91.3%
	Spec Ed. Speech/RSP	87.6%
	Homeless/Foster	89.7%
	Foster	57.1%
	Homeless	92.2%
	GATE/Excel	98.2%

Grade Distribution - Newcomb

2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category			D/F Rate			
All Students		2,025				2.1%			
Grade	Gr. 06	690	3	7	14	72	3.3%		
	Gr. 07	636	2	6	13	74	2.4%		
	Gr. 08	699	4	12		79	0.7%		
Ethnicity	African American	182	2	3	7	17	63	4.9%	
	American Indian	7				14	86	0.0%	
	Asian	76	3	13		82	0.0%		
	Cambodian	48	2			94	0.0%		
	Filipino	41	7			93	0.0%		
	Hispanic	832	2	6	11	75	2.8%		
	Pacific Islander	14	7			36	57	0.0%	
	White	643	1	5	13	77	1.7%		
	Other	230	5	13		77	0.0%		
Gender	Female	1,055	4	12		81	0.5%		
	Male	970	1	2	7	14	69	3.9%	
Special Populations	Low SES	545	2	2	8	18	66	3.5%	
	ELL	35	3	3	6	11	71	5.7%	
	RFEP	116	1	8		16	69	0.9%	
	EL + RFEP	151	1	7		15	70	2.0%	
	Special Ed.	258	3	3	9	22	53	5.4%	
	Spec Ed. Speech/RSP	179	4	4	13	27	38	7.8%	
	Homeless/Foster	90	4	4	10	20	49	8.9%	
	Foster	7				43	29	14	71.4%
	Homeless	83	1	2	11	22	52	3.6%	
	GATE/Excel	645	2	8			88	0.2%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Newcomb

2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Students	2,025	97.9%
Grade	Gr. 06	96.7%
	Gr. 07	97.6%
	Gr. 08	99.3%
Ethnicity	African American	95.1%
	American Indian	100.0%
	Asian	100.0%
	Cambodian	100.0%
	Filipino	100.0%
	Hispanic	97.2%
	Pacific Islander	100.0%
	White	98.3%
	Other	100.0%
Gender	Female	99.5%
	Male	96.1%
Special Populations	Low SES	96.5%
	ELL	94.3%
	RFEP	99.1%
	EL + RFEP	98.0%
	Special Ed.	94.6%
	Spec Ed. Speech/RSP	92.2%
	Homeless/Foster	91.1%
	Foster	28.6%
	Homeless	96.4%
	GATE/Excel	99.8%

Grade Distribution - Newcomb 2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category				D/F Rate		
All Students		2,033		15	14	74	2.2%		
Grade	Gr. 06	698	2	6	15	71	2.7%		
	Gr. 07	636	1	5	14	74	2.7%		
	Gr. 08	699	1	4	12	78	1.1%		
Ethnicity	African American	182	1	27	18	63	3.3%		
	American Indian	7			14	86	0.0%		
	Asian	82		6	15	77	0.0%		
	Cambodian	48			4	92	0.0%		
	Filipino	41			5	95	0.0%		
	Hispanic	834	1	5	13	74	2.5%		
	Pacific Islander	14			29	7	64	0.0%	
	White	643		15	14	76	2.2%		
	Other	230		1	4	15	75	1.3%	
Gender	Female	1,057		4	11	80	1.3%		
	Male	976		12	6	16	67	3.1%	
Special Populations	Low SES	545	1	7	17	66	2.8%		
	ELL	41		2	7	10	76	2.4%	
	RFEP	116		2	7	22	63	2.6%	
	EL + RFEP	157	1	7	18	66	2.5%		
	Special Ed.	260		2	21	18	57	3.8%	
	Spec Ed. Speech/RSP	179		3	3	13	25	41	5.6%
	Homeless/Foster	90		2	4	9	17	53	6.7%
	Foster	7		29	14	14	14	42.9%	
	Homeless	83		4	8	18	57	3.6%	
	GATE/Excel	645		2	10		85	0.3%	

Grade Distribution - Newcomb 2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Students	2,033	97.8%
Grade	Gr. 06	97.3%
	Gr. 07	97.3%
	Gr. 08	98.9%
Ethnicity	African American	96.7%
	American Indian	100.0%
	Asian	100.0%
	Cambodian	100.0%
	Filipino	100.0%
	Hispanic	97.5%
	Pacific Islander	100.0%
	White	97.8%
	Other	98.7%
Gender	Female	98.7%
	Male	96.9%
Special Populations	Low SES	97.2%
	ELL	97.6%
	RFEP	97.4%
	EL + RFEP	97.5%
	Special Ed.	96.2%
	Spec Ed. Speech/RSP	94.4%
	Homeless/Foster	93.3%
	Foster	57.1%
	Homeless	96.4%
	GATE/Excel	99.7%

Grade Distribution - Newcomb

2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category		D/F Rate	
All Students		2,032	1	4 10	78	2.1%
Grade	Gr. 06	694	2	4 12	76	2.6%
	Gr. 07	636	2	5 8	78	2.8%
	Gr. 08	702	3	11	80	1.0%
Ethnicity	African American	175	8	12	70	1.1%
	American Indian	7			100	0.0%
	Asian	83	1	4 7	87	1.2%
	Cambodian	48			96	0.0%
	Filipino	41			98	0.0%
	Hispanic	836	1	5 11	76	2.5%
	Pacific Islander	14	7	29	57	0.0%
	White	646	1	3 10	80	2.5%
	Other	230	5	11	77	1.3%
Gender	Female	1,060	3	9	83	1.2%
	Male	972	1	2 5 12	73	3.1%
Special Populations	Low SES	548	2	2 7 12	70	3.8%
	ELL	42	2	5 10 7	67	7.1%
	RFEP	116	6	15	72	1.7%
	EL + RFEP	158	1	2 7 13	70	3.2%
	Special Ed.	258	2	3 7 14	62	5.0%
	Spec Ed. Speech/RSP	179	3	4 9 17	50	7.3%
	Homeless/Foster	83	1	4 12 12	60	2.4%
	Homeless	83	1	4 12 12	60	2.4%
GATE/Excel	645	1	7	90	0.6%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Newcomb

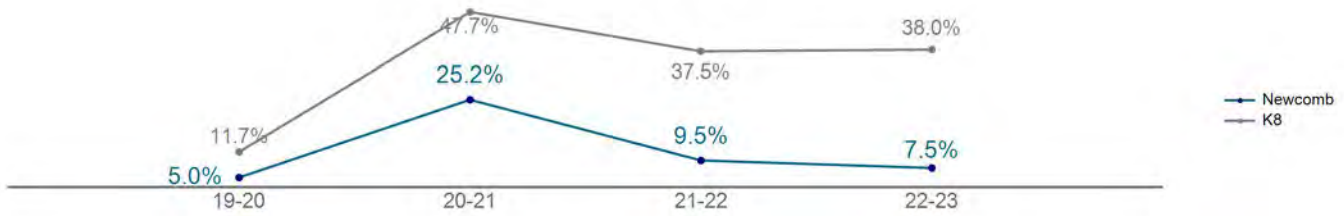
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

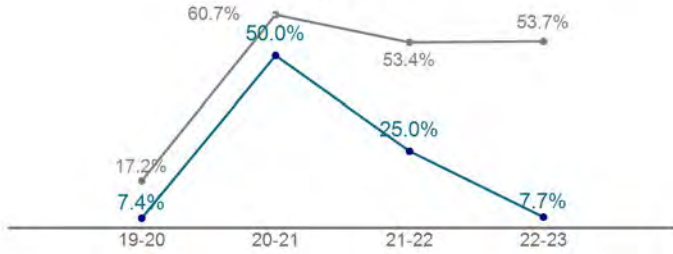
Category		A/B/C Rate
All Students	2,032	97.9%
Grade	Gr. 06	97.4%
	Gr. 07	97.2%
	Gr. 08	99.0%
Ethnicity	African American	98.9%
	American Indian	100.0%
	Asian	98.8%
	Cambodian	100.0%
	Filipino	100.0%
	Hispanic	97.5%
	Pacific Islander	100.0%
	White	97.5%
	Other	98.7%
Gender	Female	98.8%
	Male	96.9%
Special Populations	Low SES	96.2%
	ELL	92.9%
	RFEP	98.3%
	EL + RFEP	96.8%
	Special Ed.	95.0%
	Spec Ed. Speech/RSP	92.7%
	Homeless/Foster	97.6%
	Homeless	97.6%
	GATE/Excel	99.4%

Semester 2 Students with One or More D/F

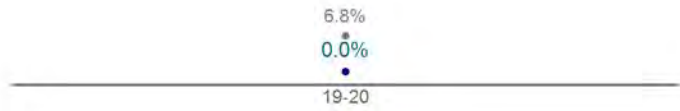
**Newcomb
All Students
N = 293**



**African American
N = 26**



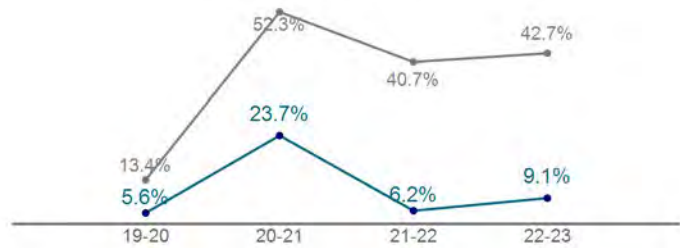
Asian



Filipino

Subgroup with fewer than 20 total grades.

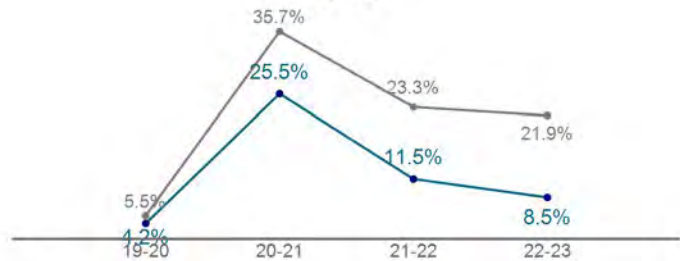
**Hispanic
N = 121**



Pacific Islander

Subgroup with fewer than 20 total grades.

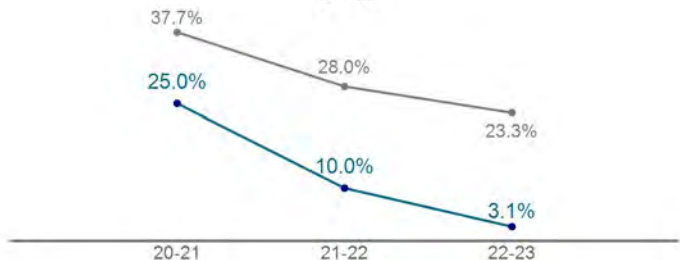
**White
N = 94**



Native American

Subgroup with fewer than 20 total grades.

**Other
N = 32**

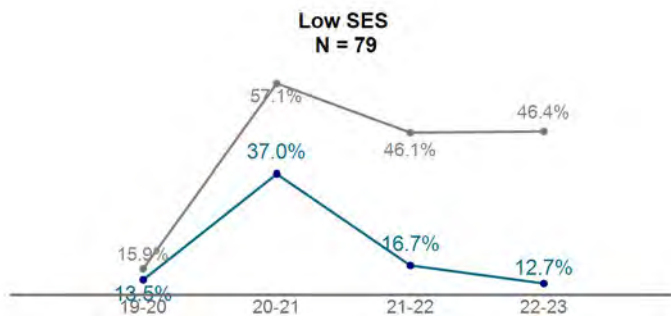
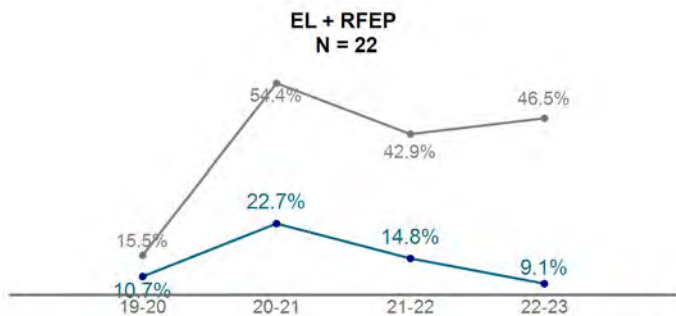


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.

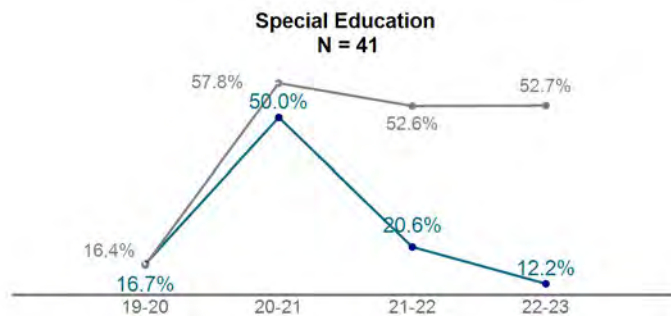
Dashed line represents data for current year still in progress.

Subgroups with fewer than 20 students are not included.

Semester 2 Students with One or More D/F

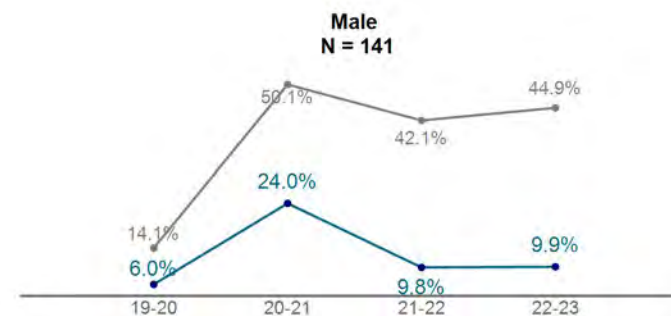
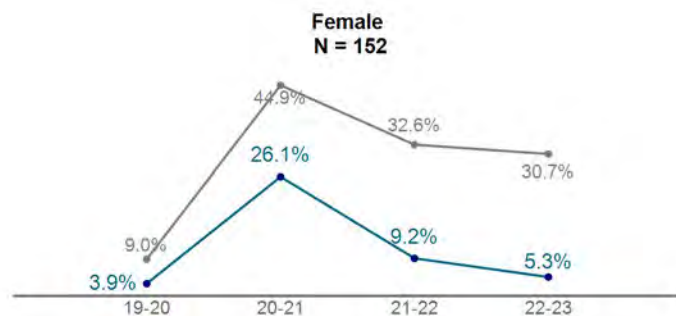


English Learner
Subgroup with fewer than 20 total grades.



Homeless
Subgroup with fewer than 20 total grades.

Foster Youth
Subgroup with fewer than 20 total grades.



N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroubs with fewer than 20 students are not included.



Newcomb K-8 Academy
 "A California Distinguished School"
 3351 Val Verde Ave. • Long Beach, CA 90808
 (562) 430-1250



Newcomb K-8 Academy Vision

#1 The Newcomb K-8 Academy school community believes that each student must be prepared for a global society by developing the study skills and organizational skills for academic success by participating in an inclusive, equitable and rigorous curriculum, being physically and emotionally fit, feel safe, embrace resiliency, communicating articulately, contributing as a member of the community, appreciating diversity, and being technologically literate.

#2 The Newcomb K-8 Academy school community believes that each student must be prepared for a global society by participating in an inclusive, equitable and rigorous curriculum in which students:

- develop study skills and organizational skills for academic success,
- communicate articulately,
- appreciate diversity,
- become physically and emotionally fit,
- feel safe and exhibit resiliency,
- are technologically literate, and
- contribute as a member of the community.

Home/School Compact

The staff and parent & guardians of Newcomb K-8 Academy recognize the importance of forming a partnership in order to produce academically successful and socially productive students. The school staff, families, and community have high expectations for the children and will work together to provide a caring and trusting relationship. This commitment is reflected in this Home/School Compact.

As a Staff Member, I Will:

- ❖ Provide a safe and orderly school campus and/or distance learning program for optimum learning.
- ❖ Provide a challenging curriculum with a high quality instructional program.
- ❖ Provide for differences in learning styles to insure academic success.
- ❖ Be a professional, child-centered adult who is a positive role model.
- ❖ Communicate with parents & guardians, in a timely manner, concerning student progress.
- ❖ Provide opportunities for parental involvement by encouraging participation in the development of school programs.

As a Parent, I Will:

- ❖ Volunteer at my child's school or in the classroom and attend parent/guardian-teacher conferences, Open House, and Back-to-School Night. I will also attend awards assemblies and other school activities when possible.
- ❖ Provide a homework and/or distance learning space for my child to maximize his/her success with study habits and achievement.
- ❖ Prepare my child to be ready to learn, after a good night's sleep and proper nutrition, a morning routine, and with necessary materials and devices.
- ❖ Ensure daily attendance, class engagement and on time arrival.
- ❖ Communicate with my child at the end of each day concerning the day's events.
- ❖ Participate in daily reading with my child.
- ❖ Communicate with teachers and staff concerning thoughts and ideas about my child's education.

As a Student at Newcomb K-8 Academy, to show that I CARE, I Will:

- I** Get **INVOLVED**, doing all that I should to get the most out of my learning. I will contribute and participate in class, ask for help when needed, read, and ask my parents or adult guardians to get involved with school work and activities.
- C** **COMMIT** to doing my best, which means coming to school ready to learn.
- A** Have a positive **ATTITUDE** about my school, my classmates, my teachers and my administrators, always looking for the best in others and in myself. I will also have a positive attitude toward learning, knowing that what is learned at Newcomb will help me to become a successful person.
- R** **RESPECT** myself and others, treating others with courtesy and showing them the appreciation they deserve. I will be responsible for my actions, including turning in work and being at school on time everyday.
- E** Put forth my best **EFFORT** in all that is done, which includes coming to school prepared and ready to learn, and doing class work and homework as best as I can.

-----TEAR OFF/RETURN (Bottom Portion)-----

Home School Compact Acknowledgement

We agree to support the Newcomb K-8 Academy Home/School Compact

Principal Signature

Teacher Signature

Parent/Guardian Signature

Student Signature

Date

Print Student Name

Approved: 9/26/23



Newcomb K-8 Academy

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Family Involvement Guidelines

Newcomb K-8 Academy recognizes that Families/guardians are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school and/or distance learning environment. In order to engage parents/guardians positively in their children's education, Newcomb K-8 Academy will:

1. Help Families/guardians understand that a home environment which supports their children's academic efforts and development helps create responsible members of society.
2. Inform Families/guardians that they can directly affect the success of their children's learning and Newcomb will provide parents/guardians with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that families/guardians may know when and how to help their children in support of classroom and/or distance learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families/guardians and how to give families/guardians opportunities to assist in the instructional process both at school and at home.
5. Encourage families/guardians to serve as volunteers in the school, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include families/guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families/guardians with cultural, language or other barriers which may inhibit such participation.

ADOPTION

Approved on: 9/26/23

Newcomb's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on 9/26/23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/7/23. Newcomb, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

9/27/2023

Date

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

LONG BEACH UNIFIED SCHOOL DISTRICT

Approved on: 9/26/23