

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Newcomb Elementary

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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: English-Language Arts

ELA Findings

83% of students in Grades 3-8 met/exceeded SBAC ELA standards, an increase of 2% from the year prior.

Gr. 3: 78%, a 2% increase
Gr. 4: 79%, a 2% increase
Gr. 5: 80%, a 3% decrease
Gr. 6: 79%, a 2% increase
Gr. 7: 83%, a 1% decrease
Gr. 8: 87%, a 2% increase

The ELA achievement gap decreased by 14% between the Caucasian subgroup and the African American student subgroup.

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

ELA Goals

Here's a breakdown of the *area of need*, *goal*, *action plan summary*, and *progress monitoring plan summary* based on the information provided:

****Area of Need****

- ****Overall Achievement:**** While 83% of Grades 3-8 students met or exceeded SBAC ELA standards (a 2% increase), certain subgroups demonstrate significant disparities in performance.
- ****Specific Subgroup Gaps:****
 - Homeless/Foster students: Only 38% met/exceeded standards, a 12% decrease.
 - EL+RFEP students: Despite a 24% increase, 66% met/exceeded standards, still below the overall average.
 - Low-Income students: 62% met/exceeded standards, indicating improvement but room for growth.
 - Special Education students: 43% proficiency represents progress but highlights a persistent achievement gap.

****Goal****

Increase the SBAC ELA proficiency for all student groups, with a focus on:

- Raising subgroup performance, particularly among Homeless/Foster, EL+RFEP, Low-Income, and Special Education students, to narrow achievement gaps.
- Maintaining and increasing overall student performance across Grades 3-8 by at least 2% annually.

****Action Plan Summary****

1. ****Instructional Strategies:****

- Continue utilizing SBAC practice tests and IAB items as teaching tools.
- Analyze SBAC data to identify and address student needs based on proximity to proficiency levels.

2. ****Testing Conditions:****

- Conduct SBAC testing in students' regular classrooms.
- Spread testing over more days to reduce fatigue.

3. ****Targeted Interventions:****

- Implement strategic interventions for subgroups showing gaps (e.g., Homeless/Foster, EL+RFEP, and Special Education students).
- Use differentiated instruction and targeted supports to improve outcomes.

4. ****Collaboration and Accountability:****

- Conduct faculty and grade-level meetings to monitor progress.
- Enhance collaboration and planning among teachers to identify and address areas of improvement.

5. ****Assessment Practices:****

- Maintain and refine the use of Benchmark Book Assessments (K-5) and Foundational Reading Skills Assessments (K-2).

****Progress Monitoring Plan Summary****

1. ****Ongoing Assessment:****
 - Regularly review Benchmark Book and Foundational Reading Skills Assessment data to monitor K-5 progress.
 - Utilize interim assessments (e.g., SBAC IABs) to track Grades 3-8 student growth throughout the year.
2. ****Subgroup Data Analysis:****
 - Track performance trends for specific subgroups (Homeless/Foster, EL+RFEP, Low-Income, and Special Education).
 - Adjust interventions based on subgroup data to address gaps promptly.
3. ****Collaboration Meetings:****
 - Use grade-level and faculty meetings to share data, discuss trends, and refine strategies.
4. ****Student Feedback and Engagement:****
 - Engage students in goal-setting and reflection based on their progress toward standards.

Comprehensive Needs Assessment: Mathematics

Math Findings

79% of students in Grades 3-8 met/exceeded SBAC Math standards in 2023-24, an increase of 1% from the year prior.

- Gr. 3: 85%, a 1% increase
- 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 2023-2024 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.

Math Goals

Area of Need

Overall Performance: While 79% of students in Grades 3-8 met/exceeded SBAC Math standards (a 1% increase), certain grades and subgroups reveal areas of concern:

Grades 4 (-3%) and 6 (-2%) showed declines.

EL+RFEP students (39%) experienced a significant 26% decrease in proficiency.
Homeless/Foster students (40%) showed a 6% decrease.
Low-Income students (56%) declined by 14%.
Subgroup Gaps:

The Math achievement gap between Caucasian and African American students decreased to 8%, but other subgroups still lag significantly behind.
Assessment Alignment:

Discrepancies between the rigor of Math unit assessments and SBAC items highlight a need for better-aligned assessments.

Goal

Increase Math proficiency for all students while addressing subgroup performance disparities by:

Achieving a 3% annual growth in Grades 3-8 SBAC Math proficiency.

Improving performance among EL+RFEP, Homeless/Foster, and Low-Income students to reduce achievement gaps.

Enhancing alignment between classroom assessments and SBAC rigor.

Action Plan Summary

Instructional Practices:

Increase the use of IAB practice tests and incorporate IAB items as teaching tools to mirror SBAC rigor.

Focus on purposeful engagement strategies that collect formative data to monitor progress and inform instruction.

Targeted Interventions:

Continue Math intervention courses during and after school.

Provide pullout interventions led by credentialed teachers for targeted support.

Utilize the elementary computer lab for Math interventions.

Assessment Alignment and Improvement:

Align Synergy/Edulastic Math unit assessments more closely with SBAC rigor.

Leverage i-Ready assessments to track growth and identify intervention needs.

Testing Environment:

Conduct SBAC testing in students' own classrooms and spread sessions over multiple days to reduce fatigue.

Teacher Collaboration and Development:

Promote collaboration between Grades 3-5 and Middle School Math departments to share best practices and strategies.
Expand professional development on purposeful engagement and formative assessment strategies.
Progress Monitoring Plan Summary
Ongoing Assessment and Analysis:

Track progress using i-Ready and Synergy/Edulastic assessments to measure growth over time.
Regularly analyze SBAC interim data and formative assessments to adjust instruction.
Subgroup Performance Monitoring:

Disaggregate data by subgroups (e.g., EL+RFEP, Homeless/Foster, Low-Income) to identify and address gaps.
Implement additional support for subgroups with declining performance.
Teacher Collaboration Meetings:

Use regular grade-level and department meetings to review data, share strategies, and adjust instructional plans.
Student Engagement and Feedback:

Involve students in tracking their progress and setting personal goals for improvement.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Our EL redesignation rate fell from 74% in 2023 to 70% in 2024. Our chronic absenteeism rate for EL students fell from 50% to 33% in 2024. 66% of our EL +RFEP students in Grades 3-8 met/exceeded SBAC ELA standards in 2024. 47% of our EL+RFEP students in Grades 3-8 met/exceeded SBAC Math standards in 2024. Even though we are seeing progress there is still a gap that needs to be addressed. These gaps will be addressed through monthly EL staff professional development. In addition, staff will create individual goals as well as grade level and department goals that support EL instruction and language acquisition and redesignation.

English Learner Goals

Area of Need

Redesignation Rates: The EL redesignation rate dropped from 74% in 2023 to 70% in 2024, indicating a need to improve language acquisition and redesignation processes.

Achievement Gaps:

66% of EL+RFEP students met/exceeded SBAC ELA standards, which is below the overall average of 83%.

47% of EL+RFEP students met/exceeded SBAC Math standards, highlighting a larger gap compared to ELA.

Chronic Absenteeism: Despite a significant improvement from 50% to 33%, absenteeism among EL students remains an area of focus.

Goal

Increase the percentage of EL+RFEP students meeting or exceeding SBAC ELA and Math standards while improving EL redesignation rates and further reducing chronic absenteeism among EL students.

Targets:

Raise EL redesignation rates to at least 75% by the next academic year.

Close the SBAC ELA and Math achievement gaps for EL+RFEP students by achieving a 5% increase in proficiency.

Reduce chronic absenteeism for EL students to below 25%.

Action Plan Summary

Professional Development:

Conduct monthly EL-focused staff professional development sessions on best practices for EL instruction, language acquisition, and strategies to support redesignation.

Goal-Setting:

Facilitate the creation of individual, grade-level, and department-specific goals that align with EL instructional priorities.

Encourage teachers to integrate language acquisition goals into lesson plans.

Targeted Instructional Support:

Provide additional resources and scaffolding for EL students in both ELA and Math to address skill gaps.

Use formative assessments to monitor progress in language acquisition and adjust instruction.

Attendance Interventions:

Continue implementing strategies to reduce chronic absenteeism, such as parent outreach, attendance incentives, and connecting families with support resources.

Family and Community Engagement:

Strengthen communication with families of EL students to involve them in their children's learning and redesignation goals.

Progress Monitoring Plan Summary

Data Analysis:

Track EL redesignation rates quarterly to measure progress toward the 75% target.
Monitor SBAC interim assessment results for EL+RFEP students in both ELA and Math.
Professional Development Feedback:

Collect and review feedback from monthly EL professional development sessions to refine support strategies.
Attendance Tracking:

Analyze chronic absenteeism data monthly to identify trends and address barriers to attendance.
Teacher Collaboration:

Review progress on individual, grade-level, and department EL goals during staff meetings.
Share successful strategies for improving EL outcomes across departments.
Student and Family Involvement:

Regularly communicate progress and set goals with students and families, focusing on redesignation readiness and academic growth.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

ES Safety +2% improved (Spring Pulse Survey, 2024) Newcomb met their goal in this area. MS Safety showed +1% increase in satisfaction but we did not meet our goal for the 2023-2024 school year of 5% increase. 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 increase of 4% to 87%. 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 2024 Pulse Survey. The team also reviewed the Dashboard summary and found that Newcomb has four sub-groups that need support in the area of Chronic Absenteeism- students who are identified as socioeconomically disadvantaged, students with disabilities, our hispanic students and students who identify as mixed race. 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. Newcomb is showing positive growth in sense of belonging and safety and support for academic learning in Elementary school. However, Newcomb saw a decrease of -3% in support for academic learning in Middle School.

Culture/Climate Goals

Analysis of Newcomb K-8's Culture and Climate Data Findings

Newcomb K-8's culture and climate data for the 2023-2024 school year reveal significant areas of progress alongside some opportunities for growth. These findings highlight the impact of our targeted initiatives while also emphasizing areas that need sustained focus, especially among key student subgroups.

Strengths and Achievements

Safety:

Elementary School (ES): A 2% increase in the sense of safety (Pulse Survey) indicates progress in fostering a secure environment, meeting the school's goal.

Middle School (MS): While MS safety showed a modest 1% increase, we fell short of our ambitious 5% goal. However, the 4% improvement in MS sense of safety on the 2024 Pulse Survey and a 9% decrease in hitting/pushing/slapping incidents demonstrate important progress.

Rumors/Gossip: A reduction in MS incidents related to rumors and gossip further supports the growing sense of security.

Sense of Belonging:

ES students showed a 4% increase, reaching 87%, while MS students reported a 3% increase in this area. These results reflect our ongoing efforts to ensure students feel valued and included.

MS students also showed a 10% increase in their likelihood to attend events and activities, highlighting improved engagement with the school community.

Peer Relationships:

Both ES and MS students indicated a 6% increase in the ease of making friends, pointing to stronger social connections among students.

Staff Climate:

Based on the TALB Leadership Survey, staff scores reflect positive growth, especially in areas of identity and agency.

Areas for Improvement

Support for Academic Learning:

Although ES students indicated positive growth, MS students reported a 3% decrease in support for academic learning, suggesting a need for targeted strategies to bolster instructional support and engagement.

Problem Solving with Peers (ES):

A decline in ES students' ability to resolve peer conflicts suggests a need to strengthen social-emotional learning (SEL) programs to equip students with problem-solving skills.

Sense of Safety (Core Survey - MS):

Despite positive trends on Pulse Surveys, the MS Core Survey indicated a decline in the sense of safety. This discrepancy warrants further investigation to understand the underlying causes and address them effectively.

Outreach Plan for Chronically Absent Students

To address chronic absenteeism, especially among key subgroups such as socioeconomically disadvantaged students, students with disabilities, Hispanic students, and students identifying as mixed race, Newcomb K-8 will implement a multi-tiered approach:

Data-Driven Identification:

Use attendance data to identify students with patterns of chronic absenteeism.

Disaggregate data to pinpoint trends within subgroups for targeted interventions.

Family Engagement:

Conduct personalized outreach through phone calls, home visits, and parent-teacher conferences to understand barriers to attendance.

Host informational sessions on the importance of attendance and available supports, including translation services for non-English-speaking families.

Targeted Support and Resources: The data indicated that we need to work to support the below listed subgroups with attendance to reduce Chronic Absenteeism.

Socioeconomically Disadvantaged Students: Provide access to transportation assistance, breakfast programs, and school supplies. Staff will conduct phone calls and send letters home to support families with attendance.

Students with Disabilities: Collaborate with special education teams to ensure Individualized Education Programs (IEPs) address any attendance-related challenges. In addition, we will work to increase communication.

Hispanic Students and Mixed-Race Students: Foster cultural connections through events and programs celebrating diversity to strengthen school identity and belonging. Leverage our Parent and Community groups to help engage and communicate with all our families.

Schoolwide Initiatives:

Increase student engagement through culturally responsive practices (e.g., lessons and activities tied to students' identities and interests).
 Promote extracurricular activities like robotics, drone soccer, and art to foster a sense of belonging.
 Collaborate with the Wellness Center to provide mental health support and address issues such as anxiety or bullying that may impact attendance.
 Attendance Incentives:

Develop reward systems to recognize students with improved attendance, such as certificates, events, and positive parent communication.
 Progress Monitoring:

Regularly review attendance data to evaluate the effectiveness of interventions and adjust strategies as needed.

Conclusion

Newcomb K-8 has made meaningful strides in fostering safety, belonging, and engagement, particularly in ES. While some challenges persist, especially in MS support for academic learning and absenteeism among subgroups, the outlined outreach plan provides a roadmap to address these issues. By continuing to strengthen relationships, improve instructional practices, and provide targeted supports, Newcomb is well-positioned to enhance its culture and climate further, ensuring success for all students.

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 2024, 86% of our gr. 3-8 students will score met/exceeded on SBAC English/Language Arts, a 6%	Goal Partially or Not Met	To ensure goal attainment the Newcomb team will establishment a PDSA Cycle, application of SMART Goals, analyze Formative	For the 2024-2025 school year, the Newcomb team will focus on achieving goals through the PDSA (Plan-Do-Study-Act) Cycle, applying SMART Goals, analyzing formative

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

Assessments, looking at Student Work, NSI Grant-Related Activities using PDSA Cycle.

assessments, and reviewing student work. NSI grant activities will be integrated into the PDSA process. Additionally, tutoring programs will be introduced in quarters 1, 2, and 3 to support students performing below grade level.

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.			
Math	1) 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	Goal Partially or Not Met	The goal reflects a strategic, data-driven approach to improving math outcomes, with clear benchmarks for both overall performance and subgroup progress. The plan emphasizes continuous monitoring through assessments, collaboration, and targeted interventions, ensuring that teachers can respond promptly to student needs. By using the PDSA cycle and SMART Goals, Newcomb ensures accountability and adaptability, increasing the likelihood of success. However, the success of this initiative will depend on consistent implementation, collaboration, and tailored support for struggling students.	Newcomb will implement targeted math tutoring for grades 3-8 to support student achievement. This goal reflects a strategic, data-driven approach to improving math outcomes, with clear benchmarks for overall performance and subgroup progress. The plan emphasizes continuous monitoring through assessments, collaboration, and targeted interventions, enabling teachers to respond effectively to student needs. By using the PDSA (Plan-Do-Study-Act) cycle and SMART Goals, we ensure accountability and flexibility, increasing the likelihood of success. Consistent implementation, teamwork, and tailored support for struggling students will be key to meeting these goals. We will continue utilizing the PDSA cycle to guide and refine our efforts.

<p>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.</p>			
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English Learner	1) 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.	Goal Partially or Not Met	Newcomb has made efforts to improve outcomes for EL and RFEP students but has not yet met the targeted goals. The aim was for 71% of these students to meet or exceed standards on the SBAC ELA (a 5% increase) and 50% to do so on the SBAC Math (an 11% increase). Despite targeted interventions, including monitoring by support staff and additional tutoring through push/pull-out programs, the achievement gap between EL+RFEP students and their Caucasian peers persists. Progress monitoring through i-Ready, Edulastic, and FRSA data has guided instructional adjustments throughout the year, but consistent implementation and further support will be needed to meet these goals by the end of the school year.	To improve ELAC scores this year, Newcomb will set targeted goals specifically for EL and RFEP students, focusing on closing achievement gaps. We will engage staff in professional development (PD) centered on effective strategies for supporting English learners. Support staff, including the IIC and counselor, will closely monitor EL+RFEP students, ensuring they receive the necessary interventions through tutoring, push/pull-out programs, and literacy/math support. Progress will be tracked regularly using i-Ready, Edulastic, and FRSA data, with teachers collaborating in grade-level and department meetings to adjust instruction based on student needs.
Culture/Climate	1) 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	Goal Partially or Not Met	Newcomb successfully met its 2024 CORE Survey goals through targeted interventions, expanded student clubs, and incorporating student voice in planning. We achieved a 5% increase in the number of students reporting	Newcomb successfully met its 2024 CORE Survey goals by increasing student satisfaction with overall safety, improving student self-efficacy in elementary school, and fostering positive school climate and adult interactions in middle school. Key actions included expanding clubs, incorporating student voice into planning,

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

satisfaction with overall safety and improved student self-efficacy in elementary school. Middle school students also reported greater satisfaction with the school climate, positive adult interactions, and support. Key actions included integrating equitable and culturally relevant practices into long-term planning, implementing SEL strategies through professional development, and launching Newcomb's Safe and Civil guidelines.

To further support attendance, our Attendance Clerk and Counselor provided outreach to absent students, while incentive programs rewarded improved attendance. New student clubs and leadership programs, including the Female and Male Leadership Academies, Student Council, and our Cheer Team, fostered community engagement and mentorship. Progress monitoring was conducted through CORE and Pulse Survey data analysis with input from staff, students, and parents, ensuring these efforts remained aligned with our goals.

and implementing equitable practices and SEL strategies. To strengthen attendance, staff provided outreach to absent students and introduced incentive programs.

Building on this progress, Newcomb will add a Principal's Advisory, MLA (Male Leadership Academy), FLA (Female Leadership Academy), and work with the Sankofa Village to develop a Young Black Scholars program. We will also introduce an Elementary Student Council to further enhance student leadership opportunities. Progress monitoring will continue through CORE and Pulse Surveys, ensuring alignment with student, staff, and community needs.

<p>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.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Newcomb's professional development will center on Teacher Collaboration both during weekly staff meetings and during 1/2 day release days. These days are designed to allow teachers to plan and collaborate together. The planning days would look like this- 3- ½ Days per Elementary Teacher and 3- 1/2 day per Middle School ELA teacher (PD 1)	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Strong Positive Impact
These funds will be used to support NEwcomb community events- TK/Kindergarten and 6th grade orientation. Back to School Night and Open House. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
These supplemental materials will help to support student enrichment, intervention and engagement. We will need to purchase instructional materials that teachers and staff can use to support small group instruction within the classroom. Small group instruction will allow teachers to formatively assess students and differentiate instruction to meet the needs of all kids. These materials include whiteboards, dry erase markers and math manipulatives to support learning and real time assessment. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>For Elementary (K-5) Grades:</p> <p>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:</p> <p>? Building disciplinary and conceptual knowledge through</p>	<p>For Elementary (K-5) Grades:</p> <p>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:</p> <p>Students to demonstrate their understanding of</p>	<p>K-8:</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>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>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</p>	<p>texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</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:</p> <p>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.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p>	<p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>
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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, 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.

Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)

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:</p> <ul style="list-style-type: none"> ? 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>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:</p> <ul style="list-style-type: none"> ? 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>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All:</p> <p>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>

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:</p> <ul style="list-style-type: none"> ? 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>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-8 Units of Instruction, all K-8 students will engage in:</p> <ul style="list-style-type: none"> ? Daily Math Routines ? Math Tasks ? Mathematical Discourse ? ST Math Puzzle Talks (K-5) 	<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): LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

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
Students who have not met standards in Math or Reading on SBAC and district assessments need intervention. Student feedback on the PULSE Survey showed the need for increased safety in the restrooms, a higher adult to student ratio and conflict resolution support. Culture-Climate Survey (Parent) 50, Core Curriculum 50	The interventions will focus on math and literacy instruction in grades 3-5. TEachers will pull small gorups that are created using iReady and other assessment data. The intervention will run for 4 weeks at a time. Students will then be reassessed to measure effectiveness of the intervention and individual student progress Student and staff feedback on the Pulse, COre and CHange of Principal Survey showed the need for increased safety on the playground, quad and locker rooms and restrooms.	All Students, All Staff, All Parents	LCFF Rec \$24,408 LCFF \$10,283 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Substitute teacher full day (1) for 38 days - LCFF 100%	08/20/2024 - 06/20/2025 Daily	Teachers, Counselor, and Principal	Pre and post assessments Pulse Survey Core Survey Culture-Climate Survey (Parent) 50, Core Curriculum 50

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

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

<p>Our recent data shows positive growth in students' sense of belonging, identity, and agency, with middle school students experiencing more significant gains than those in elementary grades. However, students have identified several areas for improvement to enhance our school culture and climate further. They've expressed interest in having more clubs and activities on campus, which could provide additional opportunities for engagement and foster a stronger community feel. Additionally, students have raised concerns about bullying and the cleanliness of restrooms. Addressing these issues will be crucial in supporting a safe and welcoming environment for all students.</p>	<p>This year, Newcomb K-8 has significantly expanded programs and resources to enrich student life and address identified needs. Staff have worked diligently to increase the number of clubs available for both middle and elementary school students. The Wellness Center is actively supporting students across grade levels, while after-school tutoring provides academic assistance. Exciting activities like drone soccer are now offered, along with partnerships with outside organizations to provide basketball, soccer, roller skating, and golf. Additionally, we have collaborated with our custodial team to ensure that restrooms remain clean, responding to student feedback on school cleanliness.</p>	<p>The expanded activities and resources at Newcomb K-8 are intentionally selected to minimize budget impact, with many requiring little to no funding. For programs that do require funding—primarily those held after school—we are using ELO-P (Expanded Learning Opportunities Program) funds to support these enrichment activities. For example, Drone Soccer, which offers a unique STEM learning experience, costs approximately \$8,000, while our Cheer program requires around \$3,000. By leveraging ELO-P funds, we can continue to offer high-quality, enriching after-school programs without placing a financial strain on the school's general budget.</p>	<p>This initiative at Newcomb K-8 will span from August 2024 to June 2025, focusing on enhancing students' sense of belonging, identity, and agency across both elementary and middle school levels. Throughout this period, we aim to see measurable growth in these areas as we implement and refine our programs. The structured timeframe allows us to monitor progress through pulse surveys and the Core Survey, ensuring that we are responsive to student needs and making a positive impact schoolwide.</p>	<p>Principal Counselor Intervention Coordinator Rec Aides Teachers Office Supervisor PTSA and Newcomb Foundation</p>	<p>At Newcomb K-8, we will use three pulse surveys throughout the year, in addition to the Core Survey, to evaluate the impact of our programs on students' sense of belonging, identity, and agency. These surveys will help us gauge the effectiveness of the new activities, clubs, and support resources in fostering a positive school culture and meeting student needs. By regularly gathering and analyzing student feedback, we can make informed adjustments to ensure our programs are truly contributing to a welcoming and supportive environment for all students.</p>
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Accountability Measure 3: 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	Newcomb's professional development will center on Teacher Collaboration both during weekly staff meetings and during 1/2 day release days. These days are designed to allow teachers to plan and collaborate together. The planning days would look like this- 3- 1½ Days per Elementary Teacher and 3- 1/2 day per Middle School ELA teacher	LCFF \$7,380 Substitute teacher half day (25) for 2 days - LCFF 100%	08/21/2024 - 06/20/2025 Quarterly	Principal/Intervention Coordinator	iReady, Synergy Assessments and SBAC Data

Describe Teacher Involvement

At Newcomb K-8, teacher involvement in professional development (PD) has been strategically structured around two PDSA (Plan-Do-Study-Act) cycles, ensuring a continuous process of improvement through collaboration, data analysis, and reflective practices. Teachers are not only participants but active contributors to the ongoing development of their professional skills, as well as to the academic success of their students.

Engagement in PDSA Cycles

The PDSA cycles serve as a foundational tool in the school's approach to professional development. Teachers engage in systematic reviews of student data to identify learning needs, monitor progress, and make data-driven decisions. During the "Plan" phase, teachers collaborate to design targeted interventions and instructional strategies based on student performance. In the "Do" phase, they implement these strategies and track outcomes in real-time. The "Study"

phase focuses on analyzing the results, allowing teachers to adjust their approaches to better meet the needs of their students. In the "Act" phase, they refine and expand successful practices, creating a dynamic and responsive learning environment.

Collaborative Planning and Data Review

The emphasis on collaboration is central to the professional development model at Newcomb K-8. Teachers regularly engage in collaborative planning sessions, where they share insights, exchange strategies, and collectively address challenges. This peer-driven collaboration fosters a culture of continuous learning, as teachers are supported in applying best practices across different content areas. The review of formative and summative data is an integral part of this process. Teachers analyze student performance data, identifying trends and areas for growth, which directly informs their instructional decisions and ensures that interventions are both timely and effective.

Peer Observations and Feedback

One of the key elements in fostering professional growth at Newcomb K-8 is the emphasis on peer observations and feedback. Teachers are encouraged to observe their colleagues' teaching practices and provide constructive feedback in a supportive, non-evaluative context. These observations allow teachers to gain new perspectives on classroom management, instructional strategies, and student engagement techniques. Additionally, the process of observing peers encourages the sharing of best practices, as teachers can directly see how different strategies are applied in real classrooms. This culture of mutual support and feedback helps teachers refine their craft and fosters a sense of collective responsibility for student achievement.

Focus on Engagement and Rigor

Throughout the professional development activities, a strong focus is placed on engagement and rigor. Teachers are encouraged to develop lessons that challenge students while maintaining high levels of engagement. This focus on rigor ensures that all students, regardless of ability level, are exposed to meaningful and challenging content. Teachers are actively engaged in discussions on how to make learning both stimulating and accessible. They explore strategies to promote student-centered learning environments that encourage critical thinking, problem-solving, and deep understanding of content.

Involvement in District QCI

Teachers are also engaged in the District Quality Classroom Instruction (QCI) initiative, which provides a framework for ensuring that instructional practices align with district-wide expectations for quality teaching. This alignment not only strengthens instructional consistency across grade levels but also reinforces the school's commitment to high standards for student achievement. Participation in QCI further enhances teachers' understanding of instructional best practices, and they apply this knowledge to their classrooms through the PDSA cycles, creating a feedback loop of continuous improvement.

Conclusion

At Newcomb K-8, teacher involvement in professional development is characterized by active participation in PDSA cycles, data analysis, peer observations, and ongoing collaboration. Teachers are empowered to shape their professional growth while maintaining a laser focus on student engagement and academic rigor. By embedding collaborative reflection and data-driven decision-making into their daily practice, the school fosters an environment of continuous improvement that benefits both teachers and students. Through these collective efforts, Newcomb K-8 is committed to elevating instructional quality and

ensuring that all students have the opportunity to succeed at the highest levels.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Data indicates that we need to do more outreach to our community and ensure that we have appropriate staffing at community events. Elementary Reading - Benchmarks 50, Culture-Climate Survey (Parent) 50	These funds will be used to support Newcomb community events- TK/Kindergarten and 6th grade orientation. Back to School Night and Open House. They will also used to pay a staff member to train VIPs on literacy instruction.	LCFF \$1,870 Teacher Hourly Extra Comp (2) for 10 hours annually - LCFF 100%	08/20/2024 - 06/20/2025 Quarterly	Christopher Thompson SSC Teacher Parents	We will monitor the effectiveness of this line item using Core Survey Data. FRSA Data

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	23240

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Chris Thompson	06-30-2025
Staff	Classroom Teacher	Lisa Ware	06-30-2025
Staff	Classroom Teacher	Lisa Romero	06-30-2025
Staff	Classroom Teacher	Kim Tomczyk	06-30-2026
Staff	Other School Personnel	Judy Caceres	06-30-2026
Community	Parent/Community Member	████████ Woods	06-30-2025
Community	Parent/Community Member	████████ Toscano	06-30-2025
Community	Parent/Community Member	████████ Jackson	06-30-2026
Community	Parent/Community Member	████████ Younger	06-30-2026
Community	Parent/Community Member	████████ Shindo	06-30-2026

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)	██████ Liang
DELAC Representative	Parent of EL Student (required)	Kiatkosonkij, ██████
Principal or Designee	Staff Member (required)	Chris Thompson
Secretary	Parent of Non-EL Student (required)	██████ Romo

Name	Representing
	Parent of EL Student

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?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/14/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>The ELAC team has proposed two key areas of focus for Newcomb:</p> <ol style="list-style-type: none"> 1. Professional Development in EL Instruction: ELAC recommends prioritizing professional development tailored to support EL instruction. This would enhance educators' ability to meet the specific learning needs of English Learners, which aligns with Newcomb's ongoing efforts to strengthen culturally responsive teaching practices. 2. Parent and Caregiver Outreach: ELAC advises that Newcomb increase communication with families of EL students, aiming to inform them about available services and interventions, including literacy support. By improving outreach, the school can help families understand and engage with the resources designed to support their children’s academic growth, particularly in literacy. <p>Through these efforts, ELAC aims to ensure that EL students receive the comprehensive support they need to succeed academically.</p>

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/18/2024
6. What was SSC's response to ELAC recommendations?	<p>The School Site Council (SSC) at Newcomb K-8 appreciates the recommendations from the ELAC team and fully supports their alignment with our school's overarching goals. The focus on professional development in EL instruction and on strengthening parent and caregiver outreach aligns closely with our mission to provide equitable educational opportunities and to foster a strong community connection for all students and families.</p> <p>These recommendations also match the goals outlined in our School Plan for Student Achievement (SPSA), which emphasizes both instructional support for students and engagement with families to improve academic outcomes. Additionally, based on the data our team reviewed, we see that these areas of focus will directly address the needs identified for our English Learner population, especially in literacy and language acquisition.</p> <p>The SSC confirms that the goals and recommendations can be supported with the funds that have been allocated in the past, and we are comm</p>

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): 11/18/2024
2. The SSC approved the **Home-School Compact** on 09/24/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/24/2024
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:10/29/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



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



Newcomb TK-8 Mission Statement

Newcomb Academy's Mission is to provide students with a safe and equitable environment where students are supported to develop academically and emotionally to become self sufficient, life long learners of a diverse community.

Home/School Partnership

The staff and Families 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 Family, We Will:

- ❖ Volunteer at my child's school or in the classroom and attend parent/guardian-teacher conferences, Open House, and Back-to-School Night. We 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 TK-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 Partnership 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



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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: 9/24/24

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 9/24/24 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/7/24. Newcomb, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.


Signature of Principal

9/24/2024
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: 9/24/24