

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Mr. Christopher Thompson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Newcomb Academy
(As it should appear in the official records)

School Mailing Address 3351 Val Verde Avenue
(If address is P.O. Box, also include street address.)

City Long Beach State CA Zip Code+4 (9 digits total) 90808-2301

County Los Angeles County

Telephone (562) 430-1250 Fax (562) 430-7108

Web site/URL https://lbnewcomb.schoolloop.com E-mail cthompson@lbschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jill Baker E-mail jbaker@lbschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Long Beach Unified School District Tel. (562) 997-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Megan Kerr
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 55 Elementary schools (includes K-8)
 - 16 Middle/Junior high schools
 - 13 High schools
 - 1 K-12 schools
- 85 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	12	12	24
K	53	35	88
1	40	38	78
2	44	37	81
3	43	38	81
4	41	34	75
5	38	38	76
6	37	58	95
7	53	50	103
8	55	44	99
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	416	384	800

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 6.3 % Asian
 - 6.3 % Black or African American
 - 38.8 % Hispanic or Latino
 - 0.9 % Native Hawaiian or Other Pacific Islander
 - 37.9 % White
 - 9.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 11%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	44
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	42
(3) Total of all transferred students [sum of rows (1) and (2)]	86
(4) Total number of students in the school as of October 1, 2020	802
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Khmer

English Language Learners (ELL) in the school: 2 %
12 Total number ELL

7. Students eligible for free/reduced-priced meals: 16 %

Total number students who qualify: 126

8. Students receiving special education services with an IEP or 504: 10 %
82 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>15</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>31</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

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: 1. develop study skills and organizational skills for academic success, 2. communicate articulately, 3. appreciate diversity, 4. become physically and emotionally fit, 5. feel safe and exhibit resiliency, 6. are technologically literate, and 7. contribute as a member of the community.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Newcomb K-8 Academy Nondiscrimination Statement: The Long Beach Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, gender, gender expression, gender identity, immigration status, national origin, religion, race or ethnicity, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

All non-residential students in LBUSD complete a school of choice application to attend a school outside their residential area. For each level in our district, the application window is for approximately two weeks. Once the applications are in the system, placement begins. All students are placed by staff within the School of Choice Office. The first students placed are students within a school’s residential area. The remaining spots are randomly assigned to anyone choosing Newcomb as a first choice. All placement decisions are made centrally at the District office.

PART III – SCHOOL OVERVIEW

Newcomb K-8 Academy is one of six K-8 schools in the Long Beach Unified School District and is located on the eastern edge of Long Beach and Los Angeles County. It is nestled in a suburban neighborhood within the LBUSD, itself named one of the Best Urban School Districts in the nation by the Broad Foundation. Newcomb has been providing service to the community for over 60 years and currently serves a multi-ethnic student population from all parts of Long Beach. Long Beach was named by USA Today as one of the most diverse cities in the country. Newcomb's population includes students from disparate cultural, linguistic, and socioeconomic backgrounds who all share academic success within Newcomb's learning environment.

Newcomb K-8 opened in 1961 to serve the newly built neighborhood of El Dorado Park Estates and other areas of east Long Beach. In the early 1990s Newcomb was renamed Newcomb K-8 Academy of Excellence. In 2015, Newcomb reopened after two years of construction as part of the Long Beach Unified School District's Measure K bond program with brand new classrooms and fully upgraded facilities. Like most school communities across the country, Newcomb has successfully navigated the global pandemic. Over the course of the last two years, students and staff made a seamless transition to virtual learning and then back to full time, in-person instruction during the current school year. Through it all, staff worked tirelessly to maintain the same high quality instruction that students have always received. When students returned full time, the Newcomb community implemented social emotional learning (SEL) strategies in and out of the classroom to support students. Over the years and through many ups and downs, one thing at Newcomb has never changed: our students excel and they find success in high school and beyond because of the dedication of the staff and community.

Another key to Newcomb's success is our strong relationship with our community and Newcomb's positive reputation in the community. Each year Newcomb receives more applications to attend than the school can serve. The teaching staff is experienced, highly qualified, and committed to excellence. Based on the 20-year average tenure for teachers at the site, educators view Newcomb as an ideal place to teach. The teaching staff is also close knit and works to support one another to ensure that all of our students are successful. Newcomb is also supported by two powerful parent organizations, the Newcomb PTSA and the Newcomb Foundation. These dedicated groups work together to provide financial and human capital to support Newcomb students and staff. This community collaboration coupled with our dedicated teaching staff has resulted in student achievement year after year. Newcomb earned the California Distinguished School award in 2006.

Newcomb English Language Arts (ELA) and social studies teachers are currently participating in the Networks for School Improvement Program (NSI). The NSI is made up of groups of middle schools and high schools supported by organizations that are working together. This group aims to identify and solve common problems using approaches that best fit their needs, learning what works as they go, and refining their approaches. The Bill & Melinda Gates Foundation has funded one group of 10 LBUSD middle schools for three years as part of its third cohort of NSIs. The aim of this NSI will be to improve outcomes for Black, Latino, and low-income eighth graders, with a specific focus on outcomes that serve as indicators for an eighth grader to be on track for high school graduation and college and career readiness. This program has helped to support our teachers to use both formative and summative data to support student academic needs.

Because of the generous support of our PTSA and Foundation, Newcomb elementary school students have access to a computer lab, science lab and a music program. In our computer lab students are provided with technology instruction as well as differentiated math interventions. In our science lab students are exposed to basic scientific principles and begin to develop and refine their inquiry skills. Students are also exposed to a wide range of musical instruments and music theory in our weekly music pull-out lessons. In addition to these curricula enhancements, Newcomb has many clubs and activities that set us apart. We have many sport teams (basketball, track, etc.) , a Robotics club, a choir, and cheerleaders.

Relationships between stakeholders is at the heart of Newcomb's success. Our teaching staff participates in

meetings between grade levels and across grade levels, departments, and content areas. This allows staff to benefit from the experience of each student's prior teachers. This also creates a tight knit environment where all students are known and the staff as a team connects with students and their families and knows them on a personal level. The smaller size of Newcomb's middle school program allows these crucial relationships to develop beyond what is possible in a large program. Whole-school activities and the implementation of a "college-going culture," foster a sense that Newcomb is one school with the common goal of creating the greatest opportunity for student success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Newcomb’s overall approach is to develop students into life-long and self-directed learners by providing the educational foundation and tools needed to pursue any aspiration they set their minds to. Newcomb has worked to create a college-going culture, which is evident throughout the campus. As teachers prepare students for future endeavors, the college experience is highlighted in posters, school flags, parent activities, spirit days, and integrated lessons that prepare students for high school and college. Keeping LBUSD’s College and Career Graduate Profile in mind, Newcomb seeks to support students in reaching proficiency in core content areas while preparing them to meet the challenges of high school. This ensures that Newcomb scholars graduate from the K-12 system prepared for post-secondary and career options. Newcomb is also dedicated to the equitable access of the curriculum as well as a development of cultural competence for our learners.

Newcomb bases its academic program on LBUSD’s Learning Acceleration Plan, the Common Core State Standards, as well as district-adopted curricular materials. The curriculum is delivered through the lens of LBUSD’s continuum of Understandings. Since the transition to the Common Core Standards, the LBUSD Understandings have been used to describe effective classroom practices and elements of pedagogy desired across all LBUSD classrooms. The Understandings are intended to provide teachers and leaders with a resource for planning high quality instruction, helping them to integrate key teacher practices as part of daily instruction, build collective efficacy, promote caring relationships with students and inspire reflection throughout the instructional process.

In addition, teacher participation in ongoing professional development on lesson design, formative assessment, and differentiation allows teachers to tailor instruction to individual student needs while keeping a focus on essential grade level learning progressions. Instruction is further supported by the small student to teacher ratios in all core content middle school classes, and teacher teaming of instruction in a majority of elementary classrooms. A focus on technology integration allows teachers and students to access current and relevant digital platforms for continuous learning. This focus on educational technology is supplemented with our elementary computer lab, and by a dedicated Elementary school technology teacher who works from the LBUSD technology scope and sequence and a digital math platform. All our students have access to a device, such as a Chromebook, laptop, or iPad in each of their classrooms.

Newcomb is successful because of the strong relationships that have been built between our teachers, staff, students, and community. The collaboration within the Newcomb community helps to support every student, every day.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Newcomb’s teachers provide a comprehensive English Language Arts curriculum that includes foundational reading skills instruction, reading comprehension, writing instruction, grammar and vocabulary instruction, and teaching of the speaking and listening standards. All of our classes are accelerated. Teachers ensure that students are taught critical content by utilizing district Unit and Weekly Lesson Guides to enhance the core ELA curriculum. These guides include enhanced lessons that provide opportunities to teach cultural relevance as well as SEL strategies. The ELA curriculum includes both designated and integrated ELD lessons for our multilingual learners. Teachers collaborate informally on a daily basis. Teachers provide scaffolding for students who require additional help and use small group instruction to support our students. Students work to answer and defend their understanding of an essential question throughout the unit and week of instruction. Students are further supported with a small group instruction focus on guided reading and differentiated activities through the McGraw-Hill online platform. Formative assessments are integrated throughout the curriculum and provide teachers with actionable feedback to support real time learning.

Newcomb teachers use this information to assign differentiated activities to each group based on needs. Three times per year, students take the I-Ready Diagnostic reading assessment to monitor their reading levels and measure growth toward meeting and exceeding grade level standards. This creates opportunity for differentiated instruction for each domain (phonics, high frequency words, reading comprehension and vocabulary).

The approach to teaching writing at Newcomb is to teach targeted and specific mini-lessons to all students. At Newcomb writing starts with the, "Write From The Beginning" curriculum to teach genre writing. Students in K-5 learn three writing genres per year and participate in the writing process and performance tasks. Throughout elementary and middle school, writing is modeled for students and then students are given plenty of time in class to write and to engage in one-on-one teacher conferences and peer writing support. Students are provided with many opportunities to talk and share ideas with one another. Teachers work to incorporate choice into our assignments as much as possible. This year our staff has collaborated on a common language to use when teaching writing, which helps students to transfer their writing techniques to other classes. We provide tiered assignments to match the needs of our students. We aim to include researched-based assignments and allow students to develop big ideas and independent research.

As daily practice in elementary school, students use the Core 5 online reading program which begins with an adaptive placement test. Students then meet their weekly time and unit goals to progress through the various skills at each level. This targets the diverse needs of students, whether they are reading below, at, above grade level. Teachers use this as another formative assessment, because when a student is not understanding a concept, there are notifications and lessons assigned to that student. The teacher can then pull the student for individual instruction or reteach concepts to a small group. In middle school teachers work to empower students with formative assessment by using rubric based self assessments, structured peer feedback called TAG (Tell your peer something they did well, ask a thoughtful question and give a positive suggestion). Newcomb teachers use a variety of Core Literature novels and student-selected novels to read as a class and complete projects. Students also participate in reading at home extension menus and differentiated projects. The Newcomb PTSA sponsors the annual Read-a-Thon which raises money for home reading.

1c. Mathematics curriculum content, instruction, and assessment:

Newcomb focuses on providing a rigorous conceptual understanding, procedural fluency, and application of mathematics, using the California Common Core standards. Math instruction is one of the school's major highlights, as evidenced by the Newcomb students' performance in state testing. Math scores have increased steadily over the last three years with all sub-groups showing growth. Last year, Newcomb middle school students were amongst the highest-performing in the district. In elementary school math teachers use a variety of tools, including pattern blocks, unifix cubes, base ten blocks, and counters, allowing students to develop greater fluidity with calculations. Number Talks increase the ability of students to master mental math strategies while incorporating greater opportunities for speaking and writing about math. This focus on student use of both mathematical and nonmathematical language to explain their interpretation of a problem and the solution strengthens student comprehension and is an example of the use of precise language skills in a cross-curricular manner. Newcomb teachers also led presentations for parents that provided parents with a greater understanding of the way math is taught under the common core standards and is another way of supporting Newcomb's strong home school connection.. Students develop math fact fluency in all 4 operations gradually from K-5th. Newcomb students are also supported with Math Interventions and Puzzle talks in our community funded Computer Lab.

In Middle School Newcomb offers a wide array of math interventions. Math intervention electives are provided during the regular school day and during a 7th period math intervention for students who need extra support outside the school day. Using district-provided unit and weekly guides, standards-based instruction is offered using traditional teaching practices along with teacher-led and student-centered technique for building math thinking. These strategies, combined with the use of online resources such as ST Math and Khan Academy, as well as more progressive instruction such as Cognitively Guided Instruction (CGI, which builds on children's intuitive problem solving abilities), gives students a wide range of tools to develop math proficiency and feel confident and successful. This myriad of math instruction creates learners who are real world problem solvers.

Smaller class sizes in middle school have increased our teachers' ability to interact with individual students daily and allows them to provide frequent feedback during instruction. This change allowed all middle school students to be scheduled into accelerated classes in the four major content areas, and to be offered up to two elective classes (whereas students previously had only one). To ensure success, identified students are scheduled into a math development elective which provides support in their current math class (Math 6 Accelerated, Math 7 Accelerated, or Algebra). An additional benefit of this is that a greater percentage of students are eligible for 8th grade algebra, putting them on track for geometry in high school. The math department makes use of online platforms like Khan Academy and GoFormative (which is also used for real-time teacher feedback). There is math tutoring for 6th and 7th grade students after school for those unable to attend the math development classes during the day due to enrollment in an English development class.

1d. Science curriculum content, instruction, and assessment:

At the elementary level, science instruction is integrated into the reading program in the early grades and supplemented with hands-on exploration and in-class study units. The Newcomb Academy Foundation supports science by paying for a science lab teacher. Through the use of Amplify Science and Mystery Science curricula, students are engaged in a variety of bi-weekly hands-on NGSS lab activities. Classroom teachers preview or review concepts taught in the lab with reading and writing activities based on the science revealed in the "mysteries". Students read and write based on the concepts after completing the lab activities.

Prior to the pandemic, when the school district hosted the district-wide science fair, Newcomb had a strong representation of students who went through the scientific method and put their findings together to be presented at the science fair.

Teachers use a variety of resources to further supplement science instruction that include an instructional garden available for use as an outdoor classroom, and Safari Montage, a video streaming service that enhances student learning, with content from providers like National Geographic, PBS for Kids, and Schlessinger Media.

At the middle school level, our students are programmed into accelerated science classes. Teachers engage students in NGSS standards-based lessons in science classrooms equipped with material to support investigations, labs, and hands-on experiments. Teachers focus science instruction on teaching students to think like scientists by practicing the skill of using evidence to validate a belief and support a position. Students learn to make claims, look at evidence and justify their reasoning while engaging in collaborative conversations. Newcomb science teachers also are committed to using a combination of project-based learning and performance assessments to encourage their students to gain a deeper understanding of science. Since this approach was adopted teachers have reported seeing higher rates of participation and engagement for their students.

The annual Science, Technology, Engineering, the Arts, and Mathematics (STEAM) Night at the end of the school year highlights our science instruction. The event is sponsored by Newcomb's PTSA and integrates all of the STEAM components. Parents, students, and teachers participate in a variety of hands-on activities including reverse engineering, technology integration, robotics, and math puzzles. This gives our students the opportunity to explore new fields as well as to showcase what they have learned in the classroom.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The California History Social Science Standards and Framework is the basis for what is taught in Newcomb Academy's social science curriculum. Newcomb teachers integrate instruction in social studies and humanities to develop civic knowledge. The complexity and variety of topics varies across grade levels but all share a focus on reading as a means to study society and the past.

In the earliest grades, students learn about people and society using literature-based activities that foster

personal connections to the content. Students are encouraged to think critically and show their understanding through creative activities and projects presented to peers. Teachers host guest speakers and invite family participation.

As students progress, instruction becomes more content-driven, enabling teachers to incorporate primary and local resources. Students focus on reading to learn about the past and expand their knowledge through participation in live historical reenactments. Our local field trips include visits to local historic sites like Rancho Los Alamitos, the California missions, and Long Beach State University, which stands on land once inhabited by a local Native American tribe. Newcomb students experience that past firsthand.

In middle school, teachers provide instruction focused on reading, writing and cultivating critical thinking skills. Students learn how to examine and evaluate multiple resources, developing thinking skills that promote discourse on the historical significance of events, evidence analysis, understanding of historical timelines, and perspectives and reflection on cause and effect. Our middle school teachers pride themselves on their writing instruction. Over the years they have worked hard to develop effective vertical planning across grade levels and planning between the ELA, history and science departments. Students are taught a common set of writing skills and vocabulary. Teachers build on these skills throughout middle school. This process is taught through teacher modeling, paired instruction and discussion and development of student ideas through sharing and correcting student work in the whole class, group and individual settings. Students are assessed through reading, writing and listening assignments. Writing assessments often include reading multiple primary source documents, interpreting, analyzing, and drawing conclusions with evidence.

Newcomb also focuses on teaching students to be good citizens. Upper elementary students serve as advisors and peer leaders, while middle school students participate in student government. Curriculum also includes current events and social justice issues in efforts to support equitable instruction. An emphasis on social responsibility is evident in our focus on restorative justice in middle school. Middle school students serve as peer tutors for other middle school students and for students in upper elementary.

1f. For secondary schools:

Newcomb has a strong Associated Student Body (ASB) that is involved in many aspects of our school community. ASB students are active members of Newcomb's School Site Council, providing input on key budgetary decisions, and they participate in quarterly student forums with the principal. Newcomb's ASB also helps to volunteer in the community through uniform and food donations and they volunteer their time at community events on campus like Newcomb's Fall Festival, Trunk or Treat, Winter Festival and the Spring Carnival.

At Newcomb, all students in middle school are enrolled in accelerated core content classes. Teachers in all core content classes review data in grade levels and departments to identify the areas of need for their students. Teachers also plan vertically, across grade spans to ensure that there is a coherence in skills being taught and that students are taught common skills and vocabulary. This ensures that students leave Newcomb with the knowledge, confidence and skills to meet any challenge in high school.

With a focus on LBUSD's College and Career Graduate Profile. The Newcomb staff work to ensure students are aware of the resources available to them to make decisions about their future. Sixth grade students are shown how to access their report cards and calculate their GPA. Students then use this information to regularly monitor their progress. In 7th grade Newcomb's counselor meets with students and demonstrates how to access LBUSD's High School Readiness Guide which shows students in detail their areas of interest and strengths. The Readiness Guide also shows students what high schools and career/technical pathway would be the best fit for them. Eighth graders are given a High School Readiness talk by the principal and counselor. During this presentation students are shown how important attendance, GPA, and core class grades are to high school graduation rates and college admission. Finally, in collaboration with our high school choice office, students are shown how they can access information about the many high school offerings available in LBUSD. These presentations help to prepare students to develop their personal education and career plans, which is a key focus of our district's College and Career Graduate Profile.

With a focus on service and leadership, along with rigorous course offerings and teachers who collaborate, plan and train together to ensure that essential skills are being taught, Newcomb students are highly prepared for high school, college and beyond.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Newcomb has a thriving arts program. All elementary school students receive at least two hours of music education per month. Students in grades 3-5 have one hour of keyboarding each month. In addition, our PTSA sponsors the Meet the Masters Program. Meet the Masters is an arts curriculum that exposes students to the works of famous artists. Each month Newcomb students receive lessons in which they learn about the artist they are studying. This program develops a diverse range of cognitive abilities, it helps teachers promote achievement across disciplines, as well as in an arts discipline, fostering the development of spatial, mathematical, logical and physical abilities. In Middle school Newcomb offers electives in art, orchestra, band and music appreciation, where students new to music have the opportunity to explore different instruments over the course of a semester. Newcomb also offers a drama elective that performs two plays each year. Our master schedule has been built to allow for all our middle school students to have two electives. The visual and performing arts are critical to students' success. The arts support students in building confidence, assist in processing their learning, demanding reflection, and active participation.

Newcomb physical education in grades 1-8 focuses on gaining knowledge and understanding of fitness skills and concepts, as well as a variety of movement patterns. Students work on their personal fitness and focus on cardiovascular and muscular endurance through games, learning a wide variety of sports and play. There is a heavy emphasis on teamwork and individual leadership. Effective physical education also leads to greater focus in the classroom. Students in middle school attend PE every other day in order to facilitate an extra elective. This ensures that students have the opportunity to explore a wide range of academic interests during their time at Newcomb, it also gives students who need an academic intervention class the chance to take an elective of their choice.

Newcomb has a computer lab and a dedicated computer lab teacher for students grades K-5. The computer lab helps to support basic technology skills and targeted math interventions. In addition, each class at Newcomb has access to our library two times per month. During library time students are given lessons on literature and research. Students also have the chance to check out books and hear read aloud stories.

Newcomb offers three Project Lead the Way (PLTW) classes- 1. Science of Technology 2. Automation and robotics and next year we will add 3. Design and Modeling. Due to the generous support of our community partners we have the technology in place to teach CAD, as well as a 3-D printer to support the Design and Modeling course. These classes support the robotics program. Newcomb's robotics team competes each year in the Robo-Bowl versus other middle school teams in LBUSD. Newcomb's robotics program is based on problem solving and encourages creativity, teamwork, leadership, and problem solving among various groups. Our program is facilitated by our robotics teacher and Newcomb Alumni volunteers but is led by our 8th grade students.

Finally, Newcomb also offers a yearlong Introduction to the Spanish language elective that is very popular with our students. Because of the way our master schedule is structured where students can take multiple electives and the support of the Newcomb PTSA and Newcomb Foundation, students at Newcomb are exposed to a strong technology program, the visual and performing arts, physical education and a Spanish language elective.

3. Academic Supports

3a. Students performing below grade level:

As part of the Multi-Tier System of Support (MTSS), Newcomb Academy utilizes a collaborative, evidence-based approach to differentiating and personalizing instruction to meet the needs of students below grade level. At the elementary level, classroom teachers have a designated workshop time which allows for strategic Tier 2 intervention. The Literacy Teacher (LT) and Instruction and Intervention Coordinator (IIC) push into the classroom during this workshop time to work with an additional small group of students below grade level in the area of reading. During this Tier 2 intervention, the classroom teacher pulls groups of students for guided reading lessons, and the LT or IIC utilize the research based Leveled Literacy Intervention (LLI) curriculum. These supplementary lessons are highly concentrated in reading, writing, and phonics and build on high quality classroom instruction.

In addition, Newcomb Academy offers Reading Recovery intervention to the lowest performing first grade students for an intensive Tier 3 intervention. Students in Reading Recovery receive a daily 30-minute lesson for 12-20 weeks designed to accelerate their progress with the goal of working independently back in their classrooms. The lessons include familiar reading, word work, writing, and a new book at the child's instructional level.

In the area of math, all elementary students attend a math lab two sessions per week. During this time, students who are below grade level in math are provided a Puzzle Talk which supports the class content through providing opportunities for students to see math conceptually.

At the middle school level, teachers at Newcomb meet the instructional needs of students performing below grade level by offering a complex differentiated learning experience. In doing so, the teachers examine the students' readiness and partake in a flexible approach to instruction and grouping. The intervention support team meets regularly to analyze data and analyze progress. The team then makes adjustments to the elementary push-in and pull out schedules as well as the professional development plan to better address student needs. At the middle school level this data is used to monitor the effectiveness of the math development classes and the ELA intervention electives.

3b. Students performing above grade level:

Newcomb teachers have participated in specialized professional development on differentiation and gifted education strategies. While these teaching strategies benefit all students, it is with high performing students that they cater to.

Students are given the opportunity to compact or test out of subject material, allowing participation in independent research projects. Extension menus encourage the high performing students to choose alternative activities and methods of assessment which align with their particular interests and skills. When students show exceptional skill in a particular field teachers are well equipped to differentiate and provide students opportunities to dig deeper into the content and allow students the opportunity to synthesize and evaluate content.

In English Language Arts, the workshop model is designed to match students to their reading levels so even students reading many years above grade level receive the needed instruction and access to appropriate materials. In upper elementary, the use of book clubs and literature circles allows teachers to match students to higher level texts. The explosion of available technology and high quality online curriculum supports high performing students in working at advanced levels while still maintaining a connection to like-aged peers.

Since the collaborative nature of the staff often results in students receiving a portion of their instruction from a different teacher, engagement through different teaching styles ensures that high performing students are always engaged. Teachers work with colleagues for ideas and support in order to ensure students are challenged and successful.

Newcomb's GATE program begins in 3rd grade and continues through 5th grade. To ensure equal access, all 2nd and 4th graders are screened. Since this placement process has been in place, evidence shows that the identified GATE population has become more reflective of the district's demographics. This is one more way of increasing equity among our students. In middle school all students are enrolled in accelerated core

content classes where data is currently suggesting all students are doing better regardless of ability than their peers enrolled in non-accelerated classes at other school sites.

3c. Special education:

Newcomb Academy special education teachers and staff are dedicated to the results-oriented belief that all students can learn from a rigorous curriculum, high quality instructional materials, and teaching practices that are aligned to current state standards. For students in Newcomb's Resource Support Program (RSP), grade level content standards and curriculum provide the foundation for all specialized academic instruction. The RSP teacher regularly pushes into the classroom to provide individualized learning strategies, supplement curriculum, and incorporate tools to help students fully access the general education curriculum. The RSP teacher also pulls out of the general education classroom into a smaller setting so students can receive small group interventions at their instructional levels. This push-in/pull-out approach creates an optimal instructional plan as the classroom teacher connection and least restrictive environment can catapult learning while also lowering affective filter for students in the pull out setting.

Students with disabilities in our Specialized Healthcare special day classes are given an equal opportunity to be prepared as life-long learners to succeed academically, intellectually, socially, emotionally, and culturally. In partnership with families, related service providers, and medical staff, it is Newcomb's mission to provide an innovative and challenging learning environment that promotes excellence for all students. The purpose of our program is to emphasize the development of appropriate services and supports, and strengthen the post-secondary educational, employment, and independent living skills for students with disabilities. The instructional program infuses mobility and communication skills within each student's daily routine. Adaptive technologies are used, as appropriate, to assist students in communicating what they know and accessing core curriculum. All instruction is individualized with student safety and well-being considered first and foremost; while emphasizing student independence, choice-making, and integration with general education peers and grade level appropriate educational and enrichment opportunities on campus. Students in our Specialized Healthcare classes are taught a functional curriculum, integrating meaningful opportunities to practice individualized educational goals while also accessing core curriculum instruction tied to grade-level content standards.

3d. English Language Learners, if a special program or intervention is offered:

Newcomb has a small number of English Language Learner (ELL) identified students and all students are making progress and on level. However it is important to point out what the Newcomb staff does work hard to meet the needs of our ELL students. Newcomb incorporates the ELD standards within the general education environment. Newcomb teachers teach both designated and integrated ELD lessons to our ELLs. Teachers use formative assessments and differentiated instruction, which benefits both ELL students and native English speakers. Cultivating relationships and being culturally responsive is at the forefront of all classrooms with ELL students. This is achieved through understanding and activating the students' background knowledge. Teachers also work on making their content relevant to all students as well as make the learning contextual. Additionally, instruction within Newcomb's classrooms is engaging and students are often observed in collaborative conversations with peers. During these peer-to-peer interactions, instructional grouping is strategic and models for the routine are provided.

The classroom environment is also an integral part of ELL instruction. The students have access to visuals, hands on manipulatives, and graphic organizers throughout the lessons. In addition, teachers ensure that all material is presented through a multi-modal presentation. This supports the students' use of new vocabulary across content areas, supporting metacognitive development as well as frontloading information and enhancing literacy acceleration by building background knowledge.

Furthermore, teachers at Newcomb work to create appreciation for students from diverse backgrounds. When students are new to Newcomb, the teachers and staff spend time getting to know the students cultural background, interests, hobbies, and learning styles. This allows Newcomb students to feel comfortable and accepted. It also creates an atmosphere of celebration of culture. Knowing and understanding students continues on throughout the year, as teachers encourage open communication. This is done through regular

check-ins with teachers and the school counselor, which provides opportunities for discussion on how the students are doing, and guidance on how to improve. During interactions with students, Newcomb staff practice cultural sensitivity. They foster cultural awareness through ensuring that diversity is represented within lesson plans and in their classroom environment.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Keeping students engaged in school combined with family engagement is crucial for the success of any school. Newcomb’s advantage, as a School of Choice, is that families want to be here and are attracted to the K-8 model and its smaller campus, long term relationships, and excellent academics. Newcomb is a neighborhood school that prides itself on being a centerpiece in the community.

Exemplary teaching requires engaging students and making them feel welcome and heard. Teachers at Newcomb work diligently to make learning come alive through their instructional practices. In planning lessons, teachers analyze ways to include movement, employ various types of checks for understanding, integrate technology, and involve students. Teachers connect learning to future goals, which is part of the established college-going culture at Newcomb. Providing these connections gives purpose to students and helps students to be intrinsically motivated to strive academically.

Newcomb, especially in the middle grades, focuses on making connections with students and developing relationships. This ensures students feel that they have a network of adult supporters to whom they can turn. Students who are experiencing difficulty meet with teachers who genuinely care about removing any obstacles to success. Students also have the opportunity to meet with our school counselor who is skilled at providing SEL interventions. Newcomb is also working on introducing restorative justice practices which works to bring students into the resolution process when problems arise, and the family feel of the campus goes a long way to fostering engaged learners who view Newcomb as a second home. Students in grades 4 and above engage in a CORE survey where sense of belonging is rated exceptionally high at Newcomb.

Newcomb focuses on Guidelines for Success, creating a framework of success for students. School-wide pep rallies and activities bring all the grades together and important school news is shared via daily announcements, nurturing the feeling of connectedness. The sense of community at Newcomb is perhaps our greatest strength. The relationships amongst families, students, teachers, and support staff is tangible from the moment one steps on campus.

One of the most powerful tools in supporting students is the relationship with their previous teachers who often follow up and inquire about how the student is doing “this year”. Several teachers voluntarily host before or after school tutoring to assist students who need extra help or just a word of encouragement. Everyone at Newcomb works together to secure success for all students.

2. Engaging Families and Community:

Newcomb families are highly engaged. Whether they are multigenerational families or have chosen Newcomb through the School of Choice process, they collaborate with all stakeholders to connect their homes to the school, seeking the best outcomes for their children and the community.

At Newcomb, family engagement takes on many forms. Some examples include social events starting out the year such as our Back to School Movie Night, Fall Festival and Trunk or Treat as well as formal parent evenings like Back-to-School Night and Open House this Spring. This year Open House will be in person for the first time in two years. The school also hosts events showcasing the talent of Newcomb musicians and actors during winter and spring music concerts and musicals.

Parents are a crucial part of the School Site Council, working with teachers and administration in service to the school. They participate in several district advisory committees, providing valuable parent feedback. Parents also serve as Volunteers in Public Schools (VIPS) to assist teachers and work individually with students. This program was put on hold during the pandemic but our parents are now back on campus supporting individual teachers and working to plan school wide events.

Parents support the educational program of the school and are actively engaged in PTSA and the Newcomb

Foundation. They provide funding that supports many services for the school, including at least one field trip per class per year, elementary music programs, the Science Lab, the Computer Lab, peer tutoring and various academic interventions. At the end of each school year, the kindergarten, 5th grade, and 8th grade promotion ceremonies are coordinated by the parents with assistance from the school. The family support for these events make them beyond compare.

Maintaining open communication with families is a critical part of the relationships that make Newcomb successful. Staff communicate in person, through a school-wide messenger system, weekly emails and classroom newsletters and the use of applications such as Remind or Class Dojo in the elementary classrooms. Parents are informed of school-wide events through weekly parent bulletins. Social media is also used to reach families and students. Newcomb has been able to expand its social media presences by 400% to reach more students and their families. This year we have been able to bring parents back on campus to attend spirit assemblies and community events. Thankfully, as COVID restrictions are lifted the Newcomb families have become a regular presence on campus again. Newcomb's success had always been built on strong community engagement and participation.

3. Creating Professional Culture:

Creating and fostering a professional culture where teachers feel valued and supported is of the utmost importance at Newcomb. The Panoramic CORE survey is administered to all staff and provides useful data for fostering a positive work environment that promotes success to all students. The data analyzed by Newcomb's leadership team is the driving factor in developing a clear vision which is then communicated to all staff. This vision informs the school's Professional Development (PD), which follows the Plan, Do, Study, Act (PDSA) model, and focuses on data driven instruction. The Instruction and Intervention Coordinator (IIC) guides the teachers through ongoing PDSA cycles while supporting implementation of Tier 1 Instruction through the use of High-Leverage Team Actions (HLTAs). Teachers regularly analyze and reflect on their student data and study district initiatives from the LBUSD's Office of Curriculum and Professional Development (OCIPD) under the direction of the IIC. Then the teachers will implement their plans and the grade level or department will meet regularly during staff meetings and release days to evaluate their plan and measure effectiveness. All members of grade level and departments prioritize areas of focus and take action based on results. As a follow up to PD, the teacher's in primary grades are given models and coaching from the Reading Recovery teacher in guided reading within their classroom environment to ensure students are receiving high-quality core instruction. The IIC provides support and coaching around a variety of strategies for differentiated instruction based on data across grade levels.

In addition, the leadership team at Newcomb has made it a priority to provide continuing recognition of the hard work and talents of teachers and staff. The principal regularly visits the classrooms to provide targeted positive feedback to teachers. These positive notes to teachers have uplifted the staff and continuously motivate them to meet the ongoing needs of students. The staff is also personally recognized at each staff meeting through staff brag tags. Brag tags are a school-wide reinforcement system where teachers can write their colleagues personal notes of encouragement and appreciation for each other. At each staff meeting they are passed out and a few select teachers are recognized aloud to the rest of the group. Furthermore, the social committee at Newcomb works to build and foster positive relationships amongst the staff outside of school. Regular extracurricular activities help build stronger relationships which have proven to increase collaboration and boost morale.

4. School Leadership:

Newcomb's Principals have based their work on district policies and the Domains and Dimensions, including but not limited to effective communication, strategy and planning, management, professionalism and equity. At Newcomb leaders benefit from the long-standing commitment of the teaching staff to serve the school community. School leaders and staff work together to ensure the school focuses on bringing its mission statement to life.

The principal recognizes the value and talent that teachers represent, providing them with leadership opportunities in key decision-making teams that address school issues, practices and procedures. Teacher

buy-in is evident in the active role they take, working with administration to guide the school.

The Instructional Leadership Team formed from department heads, grade-span representatives and the principal identify teacher needs and plan professional staff development aligned with district goals. The Site Based Decision Making Team, including the principal and a representative from each grade, collaborate to provide focus and direction for the school. This team develops the school budget according to federal guidelines and tackles school-wide issues based on data from sources like the annual Core Survey which solicits input from staff, students, and parents. This year it simplified the school mission statement to make it more inclusive to more fully reflect the school's focus on creating a warm, demanding environment for all learners. The Safe and Civil team promotes school safety and uniform school practices and looks at ways to improve the school climate, create efficiencies, and ensure that staff work towards building mutually respectful relationships. Teachers participate with the principal on interview teams when staff is hired. This provides insight and input to ensure candidates are a good fit for the mission of the school, keeping the school's vision at the forefront. Teachers also lead ad hoc committees, individualized professional development, and serve as resources for new staff.

The principal has an open-door policy and is available to address ideas, issues and concerns. This access makes teachers feel valued and that their opinions matter. Newcomb has had three new administrators in the last nine years, all of whom have demonstrated their appreciation for the staff's hard work and supported their innovative practices. Concomitantly, the staff has grown under leadership that recognizes their dedication and professionalism.

Newcomb principal has maintained a strong relationship with the PTSA board and the Newcomb Foundation, collaboratively keeping families informed and involved in school events and activities. Teachers enthusiastically participate in the PTSA and work to support Foundation events, mindful of how much each organization does for their students. This has led to a mutually beneficial relationship and appreciation as they work to serve the best interests of students and families.

5. Culturally Responsive Teaching and Learning:

Newcomb has taken a focused approach to addressing our communities' diverse needs, we have focused on developing a detailed understanding of equity and cultural awareness. Our staff is committed to getting to know each of our students through formal and informal means- surveys, class discussions, one on one check ins and observations. Our staff and school have worked hard this year to refine communication strategies. We are using e-mail, social media, phone calls, text messages and traditional backpack mail. We have worked to provide translated information for families who speak and read in different languages. It has become very evident how important understanding the individual needs of our students is. By working through our district equity training and having discussions about cultural diversity our staff is making progress in building an awareness of cultural differences and our staff is adjusting curriculum to include representation of multiple cultures, identities and backgrounds. This year we started an equity audit of traditional curricular activities that might perpetuate stereotypes or marginalize the diverse backgrounds of our students and their families. We have looked at how we celebrate holidays and the accomplishments of various groups in our society. In grades K-8 we have worked to highlight the accomplishments of a wide range of groups and sought to bring contemporary individuals to the forefront of our celebrations. This has been a difficult task but one that has been supported by our school district and is crucial to provide an equitable education for our students. Our school has worked hard to provide resources and time for regular teacher and staff collaboration and planning time that our staff has to plan common lessons and align curriculum. As a staff we also reviewed and discussed our district's equity policy. We reflected on our own practices and had discussions as grade levels and departments about practices that we would keep, refine or stop. It has been important for our staff to have continuous discussions about equity and culturally responsive teaching practices so that we have in the forefront of our minds and it becomes a way of being rather than something we discuss and then lose sight of. This is helping our staff to move forward on the continuum of cultural competence.

As we have transitioned back to full time in-person instruction this year our staff has seen a real need to support our students' social-emotional health. In response to this Newcomb staff have also received training

from our school district Student Support Services on how teachers and staff can deal with trauma and on how our school can work to create Healing Centered and Compassionate classrooms. Teachers were then tasked with applying their new learning to their daily work and then sharing the results with colleagues. This has resulted in positive discussions and meaningful changes in practice to support all students. Equitable access to curriculum and social emotional learning have become the forefront of educational decision making at Newcomb.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The basis of the great success at Newcomb K-8 Academy over the years is defined by relationships, this is the heart and soul of what makes Newcomb a successful school. Relationships take time to develop but the stable population of both staff and families has led to multigenerational, long-lasting relationships between students, families and teachers. Embedded in LBUSD's "Understandings" is U6, focused on the development of warm and supportive relationships. Since the majority of our students attend Newcomb K through 8th grade they build relationships that start in kindergarten. Teachers follow up on former students and collaborate in vertical teams to pass on knowledge that will help the next year's teacher develop a successful relationship with students. Families are made to feel welcome at the school and there is a strong focus on communication with parents whether it be via text messages, weekly newsletters, email, third party applications such as Remind or informal meetings with parents.

Developing relationships in the elementary classroom is a simpler task for the teacher who has a single group of students all day for all subjects. Knowing a student's family and siblings facilitates developing a rapport that makes the student feel supported and connected to the school. This bond leads to student achievement. Elementary teachers look at the whole student through a variety of lenses and work with families to remove obstacles that may inhibit learning.

One of the greatest strengths of Newcomb's middle school is the staff's ability to build relationships with students that translate into positive student achievement. Our middle school team's collaboration with one another also creates a seamless transition from one grade to the next. In addition, this collaboration also extends to student support, where staff are regularly working together to ensure that all students have what they need to be successful. This is especially evident at conference time when a grade level team deliberates with a parent, examining an overview of the whole student. Also, next year Newcomb will be starting the Where Everyone Belongs Program or WEB to help create a smooth transition for incoming 6th graders. This program is based on trained staff and student mentors that help to guide new students into the new school year and work to build positive relationships and accelerate the sense of community.

The relationship focus at Newcomb works to support not only students who have been at Newcomb since kindergarten but also new students. Regardless of how long a student has attended Newcomb there are systems in place to make them and their families feel welcome and supported.

The strong student to student and student to teacher and school to family connections, that are made, take time to develop but the results are immeasurable. This focus on relationships and community creates a lifelong connection that supports these students through high school and beyond.