

Northmead Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Northmead Elementary School
Street	625 L St.
City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4740
Principal	Jill Ziegler
Email Address	jzieglar@patterson.k12.ca.us
School Website	https://northmead.patterson.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	50712176052955

2024-25 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Reyes Gauna, Ed.D.
Email Address	rgauna@patterson.k12.ca.us
District Website	www.patterson.k12.ca.us

2024-25 School Description and Mission Statement

Northmead Elementary School, in Patterson, California, is the home of students in grades K-6th grade as well as a state preschool program. Our school community is rich in tradition that draws families to the school. In many cases, our parents attended Northmead Elementary School and want their children to attend their alma mater. Northmead is the overflow school for the district which means that if any elementary grade level is at capacity, students attend Northmead until space is available at the neighborhood school. Students love Northmead so many parents complete an intradistrict transfer request so that their child(ren) can remain at Northmead due to the positive culture and climate provided to all students at the school. Creating opportunities for connections and building relationships is very important to our school culture. Students feel safe and

2024-25 School Description and Mission Statement

communicate concerns and needs with teachers, staff and administration. Our teachers are truly dedicated to each student and work diligently to support academic progress as well as social emotional learning so students will thrive.

Northmead's goals focus on the success of all students through the constant improvement of six exceptional systems; these systems include Universal Achievement, Collaboration, Standard Aligned Curriculum, Assessments that drive instruction and intervention, Data Monitoring and Academic and Social Interventions. Through these systems our team is able to collaborate and use data to drive how we meet the needs of our students. A second integral system at Northmead is our PBIS (Positive Behavior Intervention Supports). We are implementing this Tiered Systems approach to supporting our students academically, socially and in regards to attendance. An additional part of our tiered system of supports is our School Counselor and "Student Assistance Specialist" who both help children develop their social emotional skills, building coping strategies and learn to be more organized in the classroom. Northmead was recognized at the state level with the PBIS Platinum Implementation Award, the highest level in California, which is awarded to schools based on implementation of positive behavioral and intervention support systems after a submission of a lengthy application with data that proves our school is meeting PBIS rigorous standards. The school's PBIS team, along with staff, are thrilled to be receiving this award.. The award recognises Northmead as exemplary in creating a positive, predictable and equitable learning environment where everyone thrives and where our CUBS understand, and strive to follow the CUBS WAY which is to be Respectful, Responsible, Safe and Kind. Finally, at Northmead we believe that by teaching character we can create an environment across the campus that helps students learn. In regards to "College for Certain", we do not mean that we expect everyone of our students to someday pick a career that requires a college degree; however, it does mean we expect every student to be academically and emotionally prepared to go to college should they choose to go. Improving our academic practices and supporting students in college and career preparedness are goals that have become part of the fabric that makes Northmead Elementary such a great school and has led to student success while attending Northmead and later in middle school and high school settings.

The school is staffed with 22 classroom teachers, 2 special day class teachers, 2 autism teachers, 2 special education resource teachers, and 1.5 speech/language therapist. In addition, our school has part-time staff (such as music teacher) to further our student's experiences and supports at school. Northmead Elementary is home to 576 students. Of these students 80% are socially economically disadvantaged, 38% are English learners, and 21% have a designated disability.

Northmead saw a trend of academic growth on state assessments from 2013 until the 2019 COVID pandemic, and had the best overall scores in the district in ELA and Math. Prior to the pandemic, Northmead exceeded the county average in all areas at every grade level. Northmead, like all elementary schools in the district, scored lower overall on the 2022 CAASPP in both ELA and Math compared to pre-covid scores of 2018. However, Northmead's scores improved due to the collaborative work to provide strategic differentiated instruction to help students increase their knowledge and skills in order to meet or exceed pre-pandemic scores. We are proud of the gains and projected scores for 2024-2025 show promise due to strategic and targeted intervention support. .

Mission Statement: We are committed to empower students to master academic standards in a safe and supportive environment. Staff will work collaboratively to provide a balanced education that prepares students with the skills to become self-sufficient contributing members of their communities and life long learners. The mission statement will be updated in the coming year.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	82
Grade 2	82
Grade 3	77
Grade 4	81
Grade 5	90
Grade 6	99
Total Enrollment	567

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.1
American Indian or Alaska Native	0.4
Asian	1.6
Black or African American	3.4
Filipino	1.1
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	1.1
Two or More Races	2.1
White	9.5
English Learners	24.3
Foster Youth	0.2
Homeless	5.3
Migrant	2.3
Socioeconomically Disadvantaged	81.1
Students with Disabilities	23.6

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	85.27	238.40	82.50	228366.10	83.12
Intern Credential Holders Properly Assigned	2.30	7.91	13.40	4.66	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.80	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	3.36	12115.80	4.41
Unknown/Incomplete/NA	2.00	6.82	21.50	7.44	18854.30	6.86
Total Teaching Positions	29.30	100.00	289.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	77.48	227.50	80.09	234405.20	84.00
Intern Credential Holders Properly Assigned	2.30	7.68	8.10	2.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.50	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	2.58	11953.10	4.28
Unknown/Incomplete/NA	4.50	14.84	35.50	12.51	15831.90	5.67
Total Teaching Positions	30.30	100.00	284.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	77.72	215.30	74.60	231142.40	100.00
Intern Credential Holders Properly Assigned	2.20	7.83	12.70	4.42	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.20	6.32	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.50	2.97	11746.90	4.23
Unknown/Incomplete/NA	4.10	14.41	33.70	11.68	14303.80	5.15
Total Teaching Positions	28.50	100.00	288.70	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.70	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: September, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas, 2017	Yes	0
Mathematics	Eureka Math, 2016 California Go Math!, 2015	Yes	0
Science	Amplify Science California, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

The Northmead campus is located on approximately 11 acres. The school was built in 1974 and much of it went through modernization in 2013-2014. It features a medium size multi-purpose cafeteria and five playground areas designed for TK, kindergarten, first grade, primary, and intermediate students. The cafeteria holds a capacity of 240- 260 students. It also has a designated space for the After School Program on site.

Modernization Projects:

During the 2013-14 school year, local bond funds, Measure V, and state matching funds will be used in these prioritized projects: demolished several very old kindergarten classrooms and construct new kindergarten classrooms. Demolition also included six relocatable classrooms and construction of 6 new classrooms. Construction also included new restrooms. Renovation to the school office and several bathrooms occurred. Other classrooms were renovated with updated electrical and internet access.

In 2019-2020 a new plaza was built to have a safe place for students to play and sit outside. This was a very important project as previously this area of campus proved to be a major safety concern on any rainy days as it would turn into a muddy mess. An outdoor eating area and shade structure adjacent to this new plaza were completed.

In 2021-2022 the TLC was divided back into two classroom spaces with one designated for IEPs, SSTs, and 504s. Livestream monitors were installed so that WebEx meetings could be viewed and heard by virtual participants being able to see all school personnel attending the meeting. The other room houses one of the three new 6th grade classrooms what were established in fall of 2021. Music program was moved to Room E and Room F allowing students to have instrumental as well as classroom music offerings. Seven garden boxes were installed near the shade structure. These boxes were finished in a true community fashion with volunteers staining and filling boxes during LOVE Patterson Day. Rising Sun School provided plants and seeds which 3rd grade teachers had their students work with kindergarten students to plant fall vegetables. Harvest was done by 3rd grade students with kindergarteners mentored in how to plant and harvest.. The district maintenance and grounds departments were also involved in the success by ensuring irrigation was installed. Site Council approved funding through Title IV making the project possible.

Year and month of the most recent FIT report

8/22/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Cafeteria Girls RR: Rm 15: 3rdstall Toilet not working
Interior: Interior Surfaces	X			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Rm A: Replace Three Bulbs, Faucet Broken
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1stand2nd boys RR: Vacuum breaker leak 1,3,5,6 Spud Leak 2and 3 stall 4th stall 2nd faucet adjust time 1stand2nd girls RR: Handy Cap stall vacuum breaker leak 5thand6th Girls RR: 1st and second stall toelet leak vacuum seal leak 5thand6thboysRR: 1st Urinal does not flush,Partion door Breezeway Boys RR: Both toelets vacuum breaker leak Breezeway Girls RR: Vacuum breaker leak 4 stalls Cafeteria Boys RR: Toelet Leak vacuum breaker,Light fixture lens broken Rm A: Replace Three Bulbs, Faucet Broken

School Facility Conditions and Planned Improvements

				Rm5: Vacuun Breaker Leak
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria Boys RR: Toelet Leak vacuum breaker, Light fixture lens broken
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	41	46	34	34	46	47
Mathematics (grades 3-8 and 11)	31	28	18	17	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	342	335	97.95	2.05	45.67
Female	175	174	99.43	0.57	49.43
Male	167	161	96.41	3.59	41.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	269	263	97.77	2.23	40.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	64.29
White	37	37	100.00	0.00	72.97
English Learners	66	64	96.97	3.03	15.63
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	268	264	98.51	1.49	39.02
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	84	81	96.43	3.57	19.75

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	342	337	98.54	1.46	27.60
Female	175	174	99.43	0.57	27.59
Male	167	163	97.60	2.40	27.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	269	265	98.51	1.49	26.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	35.71
White	37	37	100.00	0.00	37.84
English Learners	66	66	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	268	266	99.25	0.75	21.80
Students Receiving Migrant Education Services	11	11	100.00	0.00	27.27
Students with Disabilities	84	81	96.43	3.57	14.81

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.20	27.06	15.34	13.55	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	85	97.70	2.30	27.06
Female	42	41	97.62	2.38	17.07
Male	45	44	97.78	2.22	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	59	96.72	3.28	20.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	50.00
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	62	98.41	1.59	19.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87%	99%	99%	99%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent involvement was significantly impacted due to COVID regulations put in place to ensure student safety. This year, new protocols were put in place to guide parent and community involvement. The District Office centralized the process so that anyone interested in participating for more than one hour per month could complete paperwork to be cleared and fingerprinting costs were reimbursed once cleared. This ensures that families who struggle financial are not precluded from volunteering based solely on socio-economic status. Participation has begun to increase during the 2023-2024 school year although it has not rebounded to pre-COVID levels. Parents are once again volunteering in classrooms, chaperoning field trips and helping with school events. ELAC meetings increased in participation depending on topic. Parents and families also came to school to watch the Halloween Parade as well as to attend in person awards assemblies and 6th grade farewell ceremony. Families attended a Math Geometry Night and enjoyed working with their children on math discovery based learning. The annual 3rd grade Spring Hoe Down was open to families who came on campus to enjoy the joy of students performing for their parents and families. Kindergarten mothers attended a Mother's Day tea and watched their child(ren) perform an endearing song. Many tear of joy were shed. The biggest event was the Neon Dance which had well over 600 attendees with parents and students enjoying pizza, face painting, dancing to neon and black lights. A great time was had by everyone. This was sponsored by Site Council which has also become more focused on increasing parent involvement opportunities. Further rebuilding of parent engagement opportunities will need to be revisited with a recommendation to create a parent group to guide these efforts.

To encourage an open communication with parents, outreach to the CUB Community was increased through Facebook posts, Parent Square posts, and Parent Square communication between parents and teachers or parents and administration. Teachers speak and communicate regularly with parents via Parentsquare, Class Dojo or by phone. In order to keep parents abreast of information, including how their children are doing in school, our leadership team has determined it is most effective for teachers to be the primary point of communication to have as much direct contact with parents as possible. As a school, we have increased communication with parents via our social media platforms and Parentsquare. Administration is readily available to meet with parents via phone conversation or in person when appropriate or requested. The principal sends out a weekly Parent Square with information about upcoming events, deadlines, participation opportunities and often includes photos of the CUBS. Finally, our special education program also has adapted communication with parents so that IEPs are primarily held in person or by phone/WebEx per parent request. Parents have expressed that there format options ensure that they are able to attend and take less time off of work. Our case managers, SST and 504 coordinators make sure to communicate information about IEP's, 504s and SST's in a timely manner and are available for the parents to contact with questions or concerns. Overall, our communication remains strong. Parents stated that they would appreciate more phone call communication as their preferred contact with teachers and administration. All efforts to keep parents connected to the classroom teacher and to school information has helped our students in the classroom by ensuring that parents are part of their educational community.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	596	581	72	12.4
Female	291	283	24	8.5
Male	304	297	48	16.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	21	20	2	10.0
Filipino	--	--	--	--
Hispanic or Latino	466	455	62	13.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	12	0	0.0
White	64	63	5	7.9
English Learners	169	162	23	14.2
Foster Youth	--	--	--	--
Homeless	43	42	9	21.4
Socioeconomically Disadvantaged	484	471	66	14.0
Students Receiving Migrant Education Services	16	15	2	13.3
Students with Disabilities	156	151	26	17.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	5.42	4.82	3.86	7.86	6.78	7.67	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.18	0.21	0.28	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.86	0.00
Female	2.06	0.00
Male	5.59	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	23.81	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.69	0.00
White	1.56	0.00
English Learners	4.14	0.00
Foster Youth	0.00	0.00
Homeless	11.63	0.00
Socioeconomically Disadvantaged	4.13	0.00
Students Receiving Migrant Education Services	12.50	0.00
Students with Disabilities	7.05	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Northmead prides itself on keeping its School Safety Plan current and relevant. The plan was last reviewed and updated by the Safety Committee in November 2023, approved by Site Council in December 2023, and sent to the Board for approval in February, 2024 for final approval. In order to keep our plan up to date and inclusive of best practices, the assistant principal participates in the districtwide safety committee and brings district initiatives and insights back to the school safety committee. This year's safety plan will be approved for the 2023-2025 combined school years with new plan to be created in the spring of 2025. School safety committees members meet quarterly or more often if needed to address concerns from staff, students and parents. Focus of meetings is consistently the safety of students. The district has a reporting system where maintenance can be directly notified of concerns by site administration or administrative assistant. The maintenance supervisor responds to these work orders based on student safety. The school and district work together to ensure safety concerns are quickly identified and remedied.

As a part of our overall safety plan, we have monthly practice drills to prepare both students and staff for emergencies. During the drills, the principal and assistant principal walk the campus to visually inspect evacuation protocols being followed. After all drills, the assistant principal solicits feedback from staff and provides corrective measures that are needed. Google forms are sent to survey staff needs and to solicit feedback from certificated as well as classified employees. The safety committee meets to debrief and make adjustments as needed. In addition to developing plans to address emergency situations, our School Safety Plan also addresses online behaviors, bullying, and other conflicts students may face at school. The fire inspector comes to Northmead each year to visually inspect the entire campus, present negative findings, and returns to ensure all fire safety concerns have been mitigated. This was completed in October 2023 with reinspection in November 2023 and all fire safety concerns were corrected.

The district provided an active shooter preparedness program to the principal and assistant principal which was presented by

2024-25 School Safety Plan

the Patterson Police Department Chief of Police

The School Safety Plan includes directions for evacuation procedures in case of a fire, earthquake, or bomb threat. Drills are held monthly. The plan is reviewed bi-annually with staff; once at the beginning of the school year and again in January after the updated plan has been approved.

The plan also includes:

- (A) Child Abuse Reporting Procedures
- (B) Emergency Preparedness and Crisis Response Plan
- (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
- (D) Procedures to Notify Teachers of Dangerous Pupils
- (E) Discrimination and Harassment Policies
- (F) School-wide Dress Code
- (G) Procedure for Safe Ingress and Egress to and from School
- (H) A Safe and Orderly School Environment Conducive to Learning
- (I) School Discipline Rules and Consequences
- (J) Hate Crime Reporting Procedures and Policies

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	
1	16	1	3	
2	20	2	2	
3	24		4	
4	28		3	
5	29		3	
6	33			1
Other	21	4	1	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	5	
1	23		8	
2	30		8	1
3	28	2	6	1
4	34		6	1
5	24	1	6	
6	26	1	5	
Other	22	5		2

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6		
1	21	3	3	
2	18	4		
3	22	1	3	
4	26		3	
5	23	1	5	
6	30		3	
Other	13	4		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1:574

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.33
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	2
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7420	740	6680	89066
District	N/A	N/A	12440	\$83,065
Percent Difference - School Site and District	N/A	N/A	-60.3	7.0
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-46.9	-6.1

Fiscal Year 2023-24 Types of Services Funded

Students receive additional ELA support during a rotation period with teachers targeting identified student learning needs through differentiated instruction. Students who fall behind when Tier 1 supports are not successful in supporting adequate student progress are referred to Tier 2 supports through teacher referrals. These referral are mostly made during quarterly Cycle of Inquiry meetings. Tier 2 interventions include our site's Reading Invention "GOALS Den" with student pullout for intensive SIPPS foundational reading instruction. Wednesdays students who are 2-3 years below grade level in 5th and 6th grade receive pull out foundational math instruction. Students in Kindergarten receive push in differentiated instruction within their classroom from paraeducators. Paraeducators also pushin 1st-6th grade to each classroom providing small group instruction in math and/or ELA. All English learner receive designated ELD 4 days a week for 40 minutes as well as integrated ELD in core subjects daily. Northmead's GOALS Den is focused on offering students (who are academically behind that of the general expectations) small group instruction by a para-educator with supervision by a credentialed teacher. GOALS Den consists of flexible groups in which students are reevaluated every 6-8 weeks. Progress is monitored via SIPPS Mastery Tests, iReady paths, iReady diagnostic, Staf Reading, Core Phonics assessment, Cycle of Inquiry and Student Success Team meetings. Our After School Program provides some time for students each day to work on reading, iReady reading, iReady math, and homework which supports struggling students but data is not gathered as to the effectiveness of this time. On very rare occasions students are recommended for retention with parents signing in October an "At Risk" form. During the second semester a team holds a parent conference meeting with parents where a Risk Assessment Form is signed. If progress is still

Fiscal Year 2023-24 Types of Services Funded

not sufficient to meet grade level expectations, the teacher completes the Light's Retention Scale and retention is discussed with the parent if the student is deemed a good candidate based on the score from Lights Retention.

The school counselor or Student Assistant Specialist (SAS) are also part of the Tier 2 interventions. The counselor meets with students individually. Both the counselor and SAS work with students referred by teachers or by the student's parents.

English Language Development (ELD) is provided to our students as well. EL students are given targeted designated ELD instruction using a Wonders program as well as strategies in ELLEVATION to help them acquire English in the domains of reading, listening, speaking and writing.

Title I and Title III funds are used to pay for a portion of the salary of two Learning Lab paraeducators, the SSS provider, and intervention curriculum/materials.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,331	\$58,855
Mid-Range Teacher Salary	\$85,069	\$92,519
Highest Teacher Salary	\$119,116	\$114,665
Average Principal Salary (Elementary)	\$145,305	\$142,791
Average Principal Salary (Middle)	\$151,224	\$151,078
Average Principal Salary (High)	\$163,828	\$167,094
Superintendent Salary	\$243,556	\$281,086
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Patterson Unified School District Offers three professional development days for our teachers throughout the school year, these days are built into our calendar year for staff members. Additionally, we have two early release Wednesdays each month for district and/or site professional development trainings. Finally, our district offers ongoing, after-school professional development opportunities that staff members are welcome to sign up for and attend on their own, these sessions usually come in high demand. A district wide professional development day was held on November 1, 2023. Paraeducators attend the CSEA Annual Training. All staff can request to attend conferences with principal submitting a request for approval by the school board.

To assist all staff members with implementing new skills, 6 teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers. Assistant principal works with classified team members to ensure yard duty are informed and follow protocols.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

Northmead teachers participate in ongoing iReady training and collaboration around Cycle of Inquiry; both focusing on student

Professional Development

data and improved student achievement. In addition to using data, strengthening our practices and strategies to support our English Language learners was a high priority that we spent professional development time on. Finally, in our professional development days we also collaborated and improved our PBIS program. The majority of our Wednesday site trainings to the aforementioned activities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20