

Northmead Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

2025-26 School Contact Information

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

2025-26 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

2025-26 School Description and Mission Statement

Northmead Elementary School, in Patterson, California, is the home of students in grades TK-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 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 recognizes 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

2025-26 School Description and Mission Statement

led to student success while attending Northmead and later in middle school and high school settings.

The school is staffed with 23 classroom teachers, 1 Reading Intervention teacher, 2 special day class teachers, 3 autism teachers, 2 special education resource teachers, and 1.5 speech/language therapist. In addition, our school has part-time staff (such as music teachers) to further our student's experiences and supports at school. Northmead Elementary is home to 554 students. Of these students 80% are socially economically disadvantaged, 25% are English learners, and 28% 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 2025-2026 show promise due to strategic and targeted intervention support. .

Mission Statement: The CUB Way is to create and maintain an effective nurturing, positive and safe learning environment for all. Every person commits to a set of consistent set of values, expectations, and rules through which kindness and cooperation are the norm. We lead through engaging innovative opportunities, and challenging educational experiences to support social emotional and academic success. We develop confident, compassionate and engaged learners who exhibit respect, responsibility, safety and kindness in our community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	68
Grade 2	80
Grade 3	68
Grade 4	78
Grade 5	80
Grade 6	86
Grade 7	1
Total Enrollment	528

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.1
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	1.7
Black or African American	3
Filipino	1.1
Hispanic or Latino	79.5
Native Hawaiian or Pacific Islander	1.5
Two or More Races	1.3
White	9.5
English Learners	27.1
Homeless	3.2
Migrant	1.3
Socioeconomically Disadvantaged	77.3
Students with Disabilities	26.5

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.

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)	23.5	77.48	227.5	80.09	234405.2	84
Intern Credential Holders Properly Assigned	2.3	7.68	8.1	2.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.5	1.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.3	2.58	11953.1	4.28
Unknown/Incomplete/NA	4.5	14.84	35.5	12.51	15831.9	5.67
Total Teaching Positions	30.3	100	284	100	279044.8	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.

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)	22.2	77.72	215.3	74.6	231142.4	83.24
Intern Credential Holders Properly Assigned	2.2	7.83	12.7	4.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18.2	6.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.5	2.97	11746.9	4.23
Unknown/Incomplete/NA	4.1	14.41	33.7	11.68	14303.8	5.15
Total Teaching Positions	28.5	100	288.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	21.5	81.13	220.6	77.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	14.7	5.15	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	11.32	25.5	8.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.3	2.92	12112.8	4.34
Unknown/Incomplete/NA	2	7.55	16.3	5.72	13705.8	4.91
Total Teaching Positions	26.5	100	285.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Northmead Elementary School provides all students with sufficient, up-to-date, and standards-aligned instructional materials in all core subject areas. For Reading/Language Arts, the school uses McGraw-Hill Wonders/Maravillas (2017) and 95% Group (2025) to support foundational skills and comprehensive literacy instruction. In mathematics, students receive instruction using Eureka Math (2016) and Eureka Math2 (6th Grade) (2024), both of which are aligned to the California Mathematics Standards. For Science, the school uses Amplify Science California (2019), and for History-Social Science, instruction is supported through Studies Weekly (2019). All materials were reviewed and adopted by the Patterson Joint Unified School District Board of Trustees following the state's formal adoption process.

Each student receives their own textbook or digital access to required instructional materials for use in the classroom and at home. A yearly Williams Sufficiency Review and site-level instructional materials audit confirm that all classrooms maintain 100 percent sufficiency of textbooks and resources. Any missing or damaged materials are promptly replaced through the district's ordering process. Teachers also have access to supplemental and intervention resources to meet the diverse needs of English Learners, students with disabilities, and students needing additional academic support.

Based on the most recent district and state reviews, Northmead Elementary continues to meet all Williams Act requirements for textbook sufficiency. The school remains committed to ensuring that every student has equitable access to high-quality, standards-aligned instructional materials that support a rigorous and comprehensive academic program.

Year and month in which the data were collected

August, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas, 2017 95% Percent Group 2025	0
Mathematics	Eureka Math, 2016 Eureka Math2, 2024	0
Science	Amplify Science California, 2019	0
History-Social Science	Studies Weekly, 2019	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.

2025 a classroom was converted to a staff lounge. The decision to convert a classroom into a dedicated staff lounge was made to better support staff wellness, collaboration, and daily operations. Our previous lounge also served as the workroom, which created challenges when staff needed a quiet space to decompress, eat, or connect with colleagues while others needed to use machines, prep materials, or manage work tasks.

Year and month of the most recent FIT report

9/24/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Rm 16: Drinking fountain not working. (4) light bulbs need replacements. Rm 27: (2) replace bulbs Rm D: (2) bulbs, drinking fountain not working, common room toilet vac breaker leak. Rm G:
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1stand2nd boys RR: 1st urinal not working. 1st and 3rd stall toilet not secure. 3rd stall vac breaker. 5thand6th Girls RR: left faucet not working 5thand6thboysRR: replace toilet seat (handicap stall) Cafeteria Boys RR: remove calcium buildup from faucet screen

School Facility Conditions and Planned Improvements

				<p>Cafeteria Girls RR: remove calcium buildup from faucet screen</p> <p>Kinder Girls Restroom: Handicap stall vac breaker/spud leak</p> <p>Rm 16: Drinking fountain not working. (4) light bulbs need replacements.</p> <p>Rm D: (2) bulbs, drinking fountain not working, common room toilet vac breaker leak.</p> <p>Rm5: Drinking fountain top not secure</p>
Safety: Fire Safety, Hazardous Materials	X			<p>Rm B: Fire ext box missing glass.</p> <p>Rm C: Fire ext box missing glass.</p>
Structural: Structural Damage, Roofs	X			<p>Rm A: Missing light fixture lens, Fire ext box missing glass.</p>
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	46	48	34	37	47	48
Mathematics (grades 3-8 and 11)	28	27	17	19	35	37

2024-25 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	317	311	98.11	1.89	48.23
Female	161	159	98.76	1.24	52.83
Male	156	152	97.44	2.56	43.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	249	243	97.59	2.41	44.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	66.67
English Learners	65	64	98.46	1.54	10.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	240	237	98.75	1.25	43.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	65	94.20	5.80	15.38

2024-25 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	317	312	98.42	1.58	27.24
Female	161	159	98.76	1.24	24.53
Male	156	153	98.08	1.92	30.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	249	244	97.99	2.01	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	41.67
English Learners	65	65	100.00	0.00	9.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	240	237	98.75	1.25	22.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	65	94.20	5.80	13.85

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.06	25.32	13.55	15.86	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	79	98.75	1.25	25.32
Female	47	47	100.00	0.00	29.79
Male	33	32	96.97	3.03	18.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	63	98.44	1.56	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	45.45
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	1.54	17.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	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.

2024-25 California Physical Fitness Test Participation Rates

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	85	93	94	92	94

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.

2025-26 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 financially are not precluded from volunteering based solely on socio-economic status. Participation has begun to increase, 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, Winter Performance as well as to attend in person awards assemblies and 6th grade farewell ceremony. Parents attended PIQUE classes as there will be two different programs for a total of 13 classes offered this year. Families attended a Science Night and enjoyed working with their children on science activities. 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. The biggest event was the Neon Dance with parents and students enjoying pizza, face painting, dancing to neon and black lights. A Spring Carnival was held as many students. 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 establish a Parent Teacher Organization (PTO).

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 these 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	553	88	15.9
Female	287	266	35	13.2
Male	298	286	53	18.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	2	18.2
Black or African American	18	17	4	23.5
Filipino	--	--	--	--
Hispanic or Latino	464	437	71	16.2
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	--	--	--	--
White	55	52	2	3.8
English Learners	172	159	28	17.6
Foster Youth	--	--	--	--
Homeless	36	30	7	23.3
Socioeconomically Disadvantaged	453	428	76	17.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	159	154	38	24.7

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.82	3.86	2.56	6.78	7.67	5.32	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.21	0.28	0.37	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.56	0.00
Female	1.05	0.00
Male	4.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.82	0.00
English Learners	1.74	0.00
Foster Youth	0.00	0.00
Homeless	2.78	0.00
Socioeconomically Disadvantaged	2.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.03	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.

2025-26 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 2024, approved by Site Council in December 2024, and sent to the Board for approval in February, 2025 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 2024-2026 combined school years with new plan to be created in the spring of 2026. 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 September 2025 with reinspection in October 2025 and all fire safety concerns were corrected.

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.

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	0
1	23	0	8	0
2	30	0	8	1
3	28	2	6	1
4	34	0	6	1
5	24	1	6	0
6	26	1	5	0
Other	22	5	0	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	0	0
1	21	3	3	0
2	18	4	0	0
3	22	1	3	0
4	26	0	3	0
5	23	1	5	0
6	30	0	3	0
Other	13	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	3		
1	15	4		
2	22	1	2	
3	22		3	
4	25		3	
5	26		3	
6	26		3	
Other	11	5		

2024-25 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	567

2024-25 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)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9341	811	8531	100261
District	N/A	N/A	11830	\$87,267
Percent Difference - School Site and District	N/A	N/A	-32.4	18.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-23.2	5.7

Fiscal Year 2024-25 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 referrals 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. Students in Kindergarten receive push-in differentiated instruction within their classroom from paraeducators. Paraeducators also push-in 1st-6th grade to each classroom providing small group instruction in math and/or ELA. All English learners receive designated ELD 5 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, Staff 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 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 and the Mental Health Clinician providing Tier 3 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 III funds are used to pay for a portion of the salary of the Assistant Principal, one Learning Lab paraeducators, the SSS provider, and intervention curriculum/materials.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,298	\$62,145
Mid-Range Teacher Salary	\$89,322	\$97,088
Highest Teacher Salary	\$119,116	\$120,436
Average Principal Salary (Elementary)	\$152,570	\$151,343
Average Principal Salary (Middle)	\$158,785	\$159,514
Average Principal Salary (High)	\$172,019	\$177,261
Superintendent Salary	\$255,734	\$294,805
Percent of Budget for Teacher Salaries	23.94%	29.95%
Percent of Budget for Administrative Salaries	5.47%	5.4%

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 1st, 2024. 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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20