

Northmead Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Northmead Elementary School
Street	625 L St.
City, State, Zip	Patterson, CA 95363-2230
Phone Number	(209) 892-4740
Principal	Tiffany Jones
Email Address	tjones@patterson.k12.ca.us
School Website	https://northmead.patterson.k12.ca.us/
County-District-School (CDS) Code	50712176052955

2021-22 District Contact Information

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

2021-22 School Overview

Northmead Elementary School, in Patterson, Ca., is the home of students who are in grades TK-6th grade as well as a state preschool program. Our school community is rich in tradition that draws families here, in many cases our parents were students here at one time. Creating opportunities for connections and building relationships is very important to our school culture. Students feel safe and communicate concerns and needs with teachers and staff. We are slowly able to bring back our "normal" events and activities to increase the overall school connectedness. Our teachers are taking the time to teach Social Emotional Lessons to help with the transition back to school from our shelter in place and our students overall seem to be responding well to these lessons.

Northmead is a proud member of the No Excuses University Network of schools whose goal is 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 our 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 "Student Assistance Specialist" who helps children develop their social emotional skills, building coping strategies and learn to be more organized in the classroom. Finally, at Northmead we believe that by teaching character we can create an environment across the campus that helps students learn. In relation 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; it means we expect every student to be prepared to go to college if they choose to go. Improving our academic practices and focusing students to this goal have become part of the fabric that makes Northmead Elementary such a great school.

The school is staffed with 29 classroom teachers, 2 special day class teachers, 2 autism teachers, 1.5 special education resource teachers, and 1 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 632 students. Of these students 81 % are socially economically disadvantaged, 37% are English learners, and 16 % have a designated disability.

Northmead has seen a trend of academic growth on state assessments since 2013, and had the best overall scores in ELA and Math on the CAASPP in our district again last year. Northmead now exceeds the county average in all areas at every grade level; thus highlighting our growth.

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	90
Grade 2	93
Grade 3	117
Grade 4	96
Grade 5	96
Total Enrollment	601

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	3.8
Filipino	0.7
Hispanic or Latino	74.5
Native Hawaiian or Pacific Islander	2.5
Two or More Races	2
White	12.1
English Learners	32.1
Foster Youth	0.5
Homeless	2.7
Migrant	33
Socioeconomically Disadvantaged	76.4
Students with Disabilities	16.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At the beginning of the 2019-20 school year our teachers began using Studies Weekly as their newly adopted social studies curriculum. Teachers have been successfully transitioning into their new curriculum during the school year. Our ELD program uses our adopted Wonders ELD program to help our English Language Learners acquire and build their language skills. Our district piloted new Science curriculum during 2019-20 and ultimately adopted the Amplify Science curriculum at the beginning of the 2020-2021 school year.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw-Hill, 2017	Yes	0%
Mathematics	Eureka Math, 2016, Great Minds - 2016, Number Worlds-2008, SRA 2008	Yes	0%
Science	Amplify Science California, 2020	Yes	0%
History-Social Science	Studies Weekly, 2019	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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 large multi-purpose cafeteria and four playground areas designed for kindergarten, first grade, primary, and intermediate students. The cafeteria holds a capacity of 240- 260 students.

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. We are currently building a shade structure for outdoor eating adjacent to this new plaza. These upgrades will prove to be a lovely new addition on our campus.

Year and month of the most recent FIT report

11/21/2001

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			Classroom A: cover plate south wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Breezeway Boys restroom: 1st faucet continues to run Girls 6th Grade Restroom: 1 faucet is in need of repairs Room 34: Fountain has calcium build up
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Girls 1-3 Restroom: Room 24: 2x2 hole in the wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 28: Door needs to painted

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	279	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	130	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	205	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	30	NT	NT	NT	NT
English Learners	88	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	219	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	65	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	279	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	130	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	205	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	30	NT	NT	NT	NT
English Learners	88	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	219	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	65	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	280	247	88.21%	11.79%	46.56%
Female	145	130	89.7%	10.3%	46.9%
Male	135	117	86.7%	13.3%	46.2%
American Indian or Alaska Native	2	2	100.0%	0.0%	0.0%
Asian	4	3	75.0%	25.0%	100.0%

Black or African American	12	9	75.0%	25.0%	33.3%
Filipino	3	2	66.7%	33.3%	0.0%
Hispanic or Latino	201	185	92.0%	8.0%	43.2%
Native Hawaiian or Pacific Islander	10	7	70.0%	30.0%	57.1%
Two or More Races	5	5	100.0%	0.0%	40.0%
White	34	26	76.5%	23.5%	69.2%
English Learners	90	80	88.9%	11.1%	25.0%
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	7	2	28.6%	71.4%	0.0%
Socioeconomically Disadvantaged	231	210	90.9%	9.1%	45.7%
Students Receiving Migrant Education Services	10	10	100.0%	0.0%	30.0%
Students with Disabilities	64	57	89.1%	10.9%	17.5%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group					
This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.					
iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	280	247	88.2%	11.8%	29.6%
Female	145	130	89.7%	10.3%	23.1%
Male	135	117	86.7%	13.3%	36.8%
American Indian or Alaska Native	2	2	100.0%	0.0%	0.0%
Asian	4	3	75.0%	25.0%	33.3%
Black or African American	12	9	75.0%	25.0%	11.1%
Filipino	3	2	66.7%	33.3%	0.0%
Hispanic or Latino	201	185	92.0%	8.0%	29.7%
Native Hawaiian or Pacific Islander	10	7	70.0%	30.0%	28.6%
Two or More Races	5	5	100.0%	0.0%	40.0%
White	34	26	76.5%	23.5%	42.3%
English Learners	90	80	88.9%	11.1%	17.5%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	7	2	28.6%	71.4%	0.0%
Socioeconomically Disadvantaged	231	210	90.9%	9.1%	28.6%
Students Receiving Migrant Education Services	10	10	100.0%	0.0%	10.0%
Students with Disabilities	64	57	89.1%	10.9%	7.0%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	NT	NT	NT	NT
Female	49	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	69	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	25	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

At Northmead we want our parents to be involved at school, the connection between home families and school families is a very important one; however, this is an area that has seen a lot of change due to COVID and the restrictions placed on our school. Previous to COVID you would see, on a regular basis, parents volunteering in classrooms helping with a variety of activities, including listening to children read, supervising small group activities, helping students with computer work, or assisting the teacher with record keeping. They also go on field trips to help with supervision.

Our Northmead PTO (Parent Teacher Organization) has always been very active, organizing a variety of activities and events for students and families. During the 2019-20 school year we have seen an increase in parent involvement through the PTO, this is something we were very excited about. We also encourage parents to attend all school functions, such as Back-to-School Night, Parent Conference Week, and Open House. Participating in School Site Council (SSC) and/or English Learner Advisory Committee ELAC is a way for parents to become involved in decision-making for the best interest of our students and the school.

We are developing a plan to bring back parent opportunities such as our CUB Parent Gatherings held in the mornings and Parent University evenings. Information about this will be sent to parents via PeachJar, Facebook, and automated calls home.

As we return back to a more "normal" setting we are planning events that will include parents and will again resume the activities listed above.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	651	632	171	27.1
Female	328	323	92	28.5
Male	323	309	79	25.6
American Indian or Alaska Native	2	2	1	50.0
Asian	10	10	2	20.0
Black or African American	26	26	7	26.9
Filipino	4	4	0	0.0
Hispanic or Latino	487	471	135	28.7
Native Hawaiian or Pacific Islander	15	15	6	40.0
Two or More Races	15	13	4	30.8
White	76	75	15	20.0
English Learners	222	215	73	34.0
Foster Youth	4	3	1	33.3
Homeless	21	20	13	65.0
Socioeconomically Disadvantaged	499	483	144	29.8
Students Receiving Migrant Education Services	24	21	9	42.9
Students with Disabilities	132	128	51	39.8

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.80	0.15	7.00	0.38	3.47	0.20
Expulsions	0.00	0.00	0.29	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.25	5.37	2.45
Expulsions	0.00	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.00	0.00
Male	0.31	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.32	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.76	0.00

2021-22 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 on November 18, 2021. In order to keep our plan up to date and inclusive of best practices we regularly send a team to conferences on school safety at the Stanislaus County Office of Education. The team works to build trusting relationships with students.

As a part of our overall safety plan, we have practice drills to prepare both students and staff for emergencies. After all drills, the safety team will meet 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 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	11	9		
1	18	1	5	
2	21		4	
3	20	3	1	
4	28		3	
5	26	1	3	
6				
Other	17	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23		5	
1	21	1	3	
2	19	1	5	
3	23		4	
4	29		3	
5	31		2	
6				
Other	9	5		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	11	10		
1	11	8		
2	10	8		
3	10	11		
4	15	6		
5	12	8		
6				
Other	7	8		

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	9651	1798	7853	80829
District	N/A	N/A	7336	\$76,569
Percent Difference - School Site and District	N/A	N/A	6.8	5.4
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-7.3	-0.3

2020-21 Types of Services Funded

Students receive additional ELA support during a rotation period with specialized intervention curriculum. Students who fall behind when Tier 1 supports are referred to Tier 2 supports through teacher referrals; often suggested during our Cycle of Inquiry meetings. Tier 2 interventions include our site's Learning Lab, After School Program (ASP), or the Student Success Team Process. Northmead's Learning Lab is focused on offering students (who are academically behind that of the general expectations) small group instruction by a para-educator. Learning Lab consists of fluid groups in which students are reevaluated every 6-8 weeks. Progress is monitored via our Cycle of Inquiry and Student Success Team meetings. Our ASP also provides intervention support to struggling students. This is a teacher referral program in which names of students are given to the coordinator and a short assessment is given to see if the student is a good fit for the program. On rare occasions students are recommended for retention and the team holds a meeting with parents and the teacher to go through the Lights Retention Scale.

The Student Assistance Program is also brought in to assist at times. The SAS can help with a variety of areas, including organization, coping skills and behavioral supports.

English Language Development (ELD) is offered to our students as well. EL students are given targeted instruction using a Wonders program to help them acquire language.

Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program Improvement schools. Services are provided in the home to those parents who agree and have generally included the offerings of tutoring and/or computer assisted instruction.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$54,445	\$51,029
Mid-Range Teacher Salary	\$78,064	\$78,583
Highest Teacher Salary	\$109,307	\$99,506
Average Principal Salary (Elementary)	\$131,948	\$124,576
Average Principal Salary (Middle)	\$137,323	\$131,395
Average Principal Salary (High)	\$148,769	\$144,697
Superintendent Salary	\$232,861	\$240,194
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Patterson Unified School District Offers three professional development days for our teachers throughout the school year, these days are build into our calendar year for staff members. Additionally, we have two early release Wednesdays each month for district and site 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.

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.

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.

In 2019-2020 Northmead participated in on going 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 afore mentioned activities.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	12	12

Patterson Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	285	8.84	91.16	60.70
Female	1612	145	9.00	91.00	61.38
Male	1613	140	8.68	91.32	60.00
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	19	11.18	88.82	73.68
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	203	8.36	91.64	58.13
Native Hawaiian or Pacific Islander	64	8	12.50	87.50	--
Two or More Races	110	5	4.55	95.45	--
White	300	29	9.67	90.33	62.07
English Learners	1087	47	4.32	95.68	10.64
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	2	16.67	83.33	--
Socioeconomically Disadvantaged	2380	197	8.28	91.72	56.35
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	18	3.15	96.85	11.11

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	276	8.56	91.44	18.84
Female	1612	141	8.75	91.25	16.31
Male	1613	135	8.37	91.63	21.48
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	18	10.59	89.41	22.22
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	197	8.11	91.89	17.77
Native Hawaiian or Pacific Islander	64	7	10.94	89.06	--
Two or More Races	110	4	3.64	96.36	--
White	300	29	9.67		13.79
English Learners	1087	45	4.14	95.86	0.00
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	1	8.33	91.67	--
Socioeconomically Disadvantaged	2380	192	8.07	91.93	17.71
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	19	3.32	96.68	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

