

Juana Briones Elementary

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 | Juana Briones Elementary |
| Street | 4100 Orme Ave. |
| City, State, Zip | Palo Alto, CA 94306-3106 |
| Phone Number | 650.856.0877 |
| Principal | Kathryn Bimpson |
| Email Address | kbimpson@pausd.org |
| School Website | https://briones.pausd.org/ |
| County-District-School (CDS) Code | 43 69641 6048326 |

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | Palo Alto Unified School District |
| Phone Number | (650) 329-3700 |
| Superintendent | Dr. Don Austin |
| Email Address | daustin@pausd.org |
| District Website Address | www.pausd.org |

2021-22 School Overview

Juana Briones Elementary School is a neighborhood school of considerable economic and cultural diversity. The school also reflects the international flavor evident in greater Palo Alto. The mix of nationalities, traditions, and languages enhances our global awareness and cultural sensitivity. The Juana Briones community is deeply connected and committed to supporting every child, family, and staff member.

Juana Briones is also home to students who face orthopedic and visual challenges. These students, who are mainstreamed or included in general education classes during the academic year, teach us important lessons about patience, perseverance, and diversity.

At Juana Briones, teachers, parents, staff, and students are dedicated to academic excellence. We are a community that builds on the gifts of all students in developing active, lifelong learners, and instills a sense of caring and kindness for all.

We want Juana Briones students to:

- Work with determination to stretch their minds.
- Acquire a solid academic foundation.
- Solve problems and make decisions.
- Communicate effectively.
- Develop confidence in their own abilities.
- Care about other human beings and respect individual differences.

All of us share in the decisions, the responsibility, and the commitment to a vision of excellence. We are confident each one of us has something significant to contribute to the school and the world.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 36 |
| Grade 1 | 39 |
| Grade 2 | 35 |
| Grade 3 | 52 |
| Grade 4 | 45 |
| Grade 5 | 70 |
| Total Enrollment | 277 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 47.3 |
| Male | 52.7 |
| Asian | 35.7 |
| Black or African American | 2.5 |
| Filipino | 1.4 |
| Hispanic or Latino | 12.6 |
| Two or More Races | 14.4 |
| White | 32.9 |
| English Learners | 19.5 |
| Foster Youth | 0.7 |
| Homeless | 0.7 |
| Socioeconomically Disadvantaged | 10.1 |
| Students with Disabilities | 16.6 |

A. Conditions of Learning

State Priority: Basic

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

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

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

Description of school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 14th day of September, 2021.

<http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=C6QURP7C9E79>

Year and month in which the data were collected

November 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | <p>Units of Study for Teaching Reading (Heinemann, 2015) Units of Study for Teaching Writing (Heinemann, 2014)</p> <p>PAUSD transitioned to common core literacy materials, with a comprehensive approach to aligning writing and reading curriculum to Common Core State Standards (CCSS). With AB1246, teachers provided insights into curricular materials that were aligned to CCSS. The District followed the legislative opening to transition to instructional materials from Columbia University Teacher's College Reading and Writing Project (TCRWP), Lucy Calkin's Reading and Writing Units of Study. The TCRWP developed units of study in response to CCSS, and piloted them for 18 months to ensure alignment. Curricular materials including lessons, rubrics, and student checklists are aligned to CCSS. PAUSD provided materials and instructional resources for each student (leveled classroom readers and student writing materials) to give students appropriate reading and writing learning opportunities. PAUSD is currently conducting an ELA curriculum pilot for Board approval and adoption in the spring of 2022.</p> | No | 0 |
| Mathematics | Bridges Mathematics - 2017 | Yes | 0 |
| Science | Full Option Science System (FOSS), Delta Education, Inc. – 2008. PAUSD is currently conducting an Science curriculum pilot for Board approval and adoption in the spring of 2022. | Yes | 0 |
| History-Social Science | Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018 | Yes | 0 |

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. The MOT Director or Custodial Supervisor monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero-tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

The Juana Briones Elementary School main campus was originally constructed in 1952. The buildings on campus have been renovated and added to over the years with a multipurpose room being added in 1954. The latest modernization was completed in 2003 as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades increased data and electrical capacity within the classrooms. Energy upgrades included new heating systems and lighting in the classrooms. The modernization included construction of a new library building, expanded two classrooms in the upper wing and installed two new relocatable classrooms in 2005. The campus now has a new library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. Modernization on campus in 2004 resurfacing of hardcourt and play surfaces was completed. The buildings were re-roofed and painted in 2003 as part of the renovation. The Multipurpose room is fifty-three years old, and is slated for reconstruction in the future. The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District's Facilities Master Plan. This plan has detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources.

As of October 2021, none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Briones Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 21 hours daily.

| | |
|---|------------|
| Year and month of the most recent FIT report | 10/11/2021 |
|---|------------|

| 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 | | OH/CCS Therapy: Hall light missing bulb and cover |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Lower Wing near rooms 1 - 8: Boys restroom lock needs repair |

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 | 159 | 148 | 93.08 | 6.92 | 81.63 |
| Female | 80 | 76 | 95 | 5 | 82.67 |
| Male | 79 | 72 | 91.14 | 8.86 | 80.56 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 56 | 53 | 94.64 | 5.36 | 92.45 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 18 | 75 | 25 | 41.18 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 24 | 24 | 100 | 0 | 91.67 |
| White | 49 | 47 | 95.92 | 4.08 | 87.23 |
| English Learners | 22 | 17 | 77.27 | 22.73 | 58.82 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 21 | 18 | 85.71 | 14.29 | 64.71 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 28 | 87.5 | 12.5 | 37.04 |

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 | 158 | 153 | 96.84 | 3.16 | 77.78 |
| Female | 79 | 78 | 98.73 | 1.27 | 80.77 |
| Male | 79 | 75 | 94.94 | 5.06 | 74.67 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 55 | 55 | 100.00 | 0.00 | 92.73 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 20 | 83.33 | 16.67 | 35.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 24 | 24 | 100.00 | 0.00 | 83.33 |
| White | 49 | 48 | 97.96 | 2.04 | 81.25 |
| English Learners | 22 | 22 | 100.00 | 0.00 | 59.09 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 21 | 20 | 95.24 | 4.76 | 55.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 28 | 87.50 | 12.50 | 42.86 |

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.

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 | 74.07 | 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 | 66 | NT | NT | NT | NT |
| Female | 35 | NT | NT | NT | NT |
| Male | 31 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 22 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | -- | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 22 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 16 | 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

A strong home/school partnership is the basis for the collaborative atmosphere at Juana Briones. Parents are involved in the PTA, the School Site Council, Community Advisory Committee, the Guiding Coalition (a newly formed group focused on equity and equitable practices), Partners in Education, Palo Alto Unified School District committees, and day-to-day campus and classroom activities.

Before the COVID-19 pandemic, parents were welcome on campus and in classrooms, and routinely volunteered to support the instructional program. Parents served as Asset Building Champions (ABC) readers, library assistants, drivers on field trips, teachers of special projects, publishers of student work, event coordination and support and clerical assistants. Numerous simulations, field trips, science activities, and overnight excursions simply would not have been possible without parent support. With students now back at school, our parent volunteers are back in place supporting students in the library, COVID-19 testing for students, picture day, Unity Day, and as ABC readers in classrooms.

Juana Briones PTA is very active in sponsoring social events, parent workshops, and fundraising activities. Annual events and gatherings before the COVID-19 pandemic included First Day Coffee, Harvest Festival & Silent Auction, Ice Cream Social, an ice skating party, and the International Potluck. PTA funds have augmented funding for instructional materials, assemblies, and various classroom amenities. Great Gatherings has been an instrumental way for our school to fundraise and participate in fun activities with parents, students, and staff outside of school. The Juana Gala, beginning in 2018-19, is another large event where staff, parents, and community members purchase tickets to a festive all-evening event. This year, PTA is finding ways to bring Great Gatherings back, while observing all safety guidelines. PTA also supports principal community conversations throughout the year, hosts a successful Walk and Roll to school campaign, and is hosting outdoor social events to support family connection including a gratitude gathering and an ice skating party. We look forward to bringing back all of our community-building activities once it is safe to do so. You can learn more about the Juana Briones PTA at:

<https://briones.paloaltopta.org/>.

The PTA also publishes and distributes the eNews and communications on the platform Konstella. Parents and staff also maintain the school's website. Since March of 2019, our parent community, through the PTA, has been highly active in supporting every family in the Juana Briones community as we entered the COVID-19 pandemic. Our volunteers organized

2021-22 Opportunities for Parental Involvement

supply and book distributions, along with resources for families in need during the pandemic. Since March 2020, our parent and staff communities have continued to work together to refine supports and host activities online to keep the community together. Activities include: virtual movie nights, virtual Halloween BINGO night, virtual principal's coffees, and virtual informational events for families. This year we are continuing to host PTA meetings and principal community conversations virtually. The book drive has distributed over 1000 books to students.

The Juana Briones School Site Council (SSC) is comprised of staff and parents who meet monthly during the school year to oversee the school site plan, safety plan, and other issues of mutual concern. The SSC monitors and reviews plans, allocates supplemental resources, and ensures the success and annual yearly progress of all students. This year the SSC is working with PTA and staff to increase access to literacy for our students. This includes purchase and distribution of instructional and classroom texts.

Parent representatives of the Community Advisory Committee (CAC) meet with the principal to discuss ways to support students with special needs in our community. The CAC sponsors events and parent learning evenings as well. The Principal hosts quarterly meetings with parent representatives from all leadership groups (PTA, SSC, CAC, and PiE) to discuss ways to collaborate in order to support Juana Briones.

Parents participate as representatives for our District educational foundation, Partners in Education (PiE). Our PiE representatives host donation events twice yearly and meet with the Principal to discuss spending needs. This year's events will be held virtually.

In addition to PTA, SSC, and CAC, parents are encouraged to be ABC parent readers. Parent volunteers attend trainings and then read character education books to every class across the school throughout the year.

Parents seeking information about how to become more involved in school life can learn more on the school website, contact the front office at (650) 856-0877, or contact the principal by email.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 291 | 286 | 4 | 1.4 |
| Female | 134 | 132 | 2 | 1.5 |
| Male | 157 | 154 | 2 | 1.3 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 103 | 101 | 0 | 0.0 |
| Black or African American | 8 | 8 | 1 | 12.5 |
| Filipino | 4 | 4 | 0 | 0.0 |
| Hispanic or Latino | 36 | 36 | 2 | 5.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 40 | 40 | 0 | 0.0 |
| White | 99 | 96 | 0 | 0.0 |
| English Learners | 65 | 63 | 2 | 3.2 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 3 | 3 | 2 | 66.7 |
| Socioeconomically Disadvantaged | 31 | 31 | 3 | 9.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 51 | 50 | 0 | 0.0 |

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 | 0.00 | 0.00 | 0.96 | 0.06 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 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 | 0.00 | 0.53 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 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 | 0.00 | 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 | 0.00 | 0.00 |

2021-22 School Safety Plan

JUANA BRIONES ELEMENTARY SCHOOL SITE COUNCIL SAFETY PLAN GOALS

Approved by the Juana Briones School Site Council on February 22, 2021:

GOAL 1

Assure a safe physical environment

Strategy 1.1: Replace padlocks on both access gates with push bar exits that are locked on the outside.

Strategy 1.2: Add a push bar-operated gate at the Multi-Purpose (MP) room entrance.

Strategy 1.3: Add a rolling gate near garbage/recycling bins. Add a gate with push bar exits between the office and Room 20 and the parking lot at Room 20.

Strategy 1.4: Replace dangerous wood elements in the kindergarten yard.

Strategy 1.5: Replace missing ballast at Georgia entrance.

Strategy 1.6: Create updated staff responsibilities for disaster drills. Organize and stock emergency shed. Schedule two disaster drills for staff utilizing new protocols and equipment.

Strategy 1.7: Update lockdown training for staff. A lockdown drill scheduled for January 2020, allowing for practice of new training strategies.

Baseline Data 1.1 A walk-through of the site with risk management and an environmental safety group hired by the District yielded a list of improvements areas mentioned above. Two disaster drills and one lockdown drill are scheduled, as are staff trainings, in both areas.

Assessment 1.1 At least one communication will be sent out to parents and students during the 2020-21 calendar year regarding Emergency or Disaster Preparedness procedures, and a principal's coffee will be held to share this information.

Assessment 1.2 Staff will participate in virtual disaster preparedness trainings, and staff and students will participate in fire and earthquake drills on campus, as a part of the hybrid learning model.

GOAL 2

Strengthen student problem-solving skills.

Strategy 1.1: Provide opportunities for students to discuss problems using conflict resolution skills and the three tools that have been agreed upon by staff to use schoolwide: your mouth to communicate to others what you need, your hands to hold up as a stop sign to make it clear you need a person to stop doing or saying something, and your feet to walk away to cool off or to walk to an adult for help to solve the problem.

Strategy 1.2: Use Responsive Classroom strategies to support problem-solving skill-building using role-play during morning meetings or closing circles.

Strategy 1.3: Train noon supervisors to utilize problem-solving strategies with students.

Strategy 1.4: Provide "teachable moments" when problems arise and embed Social-Emotional Learning (SEL) opportunities throughout the curriculum.

Baseline Data 1.1 Review data from the School Site Council Student Safety Survey from Spring of 2018-19, Fall of 2019-20, and Spring of 2019-20. Review student behavior referrals and reflection forms. The Student Safety Survey will be reviewed by the School Site Council, before students complete it in Trimester 2 and Trimester 3 of the 2020-2021 school year. Timing for the surveys was affected by the staggered reopening of new hybrid and Distance Learning (DL) programs.

Assessment 1.1 Review responses on Student Council Surveys, behavior referrals, conferences with DL teachers, and student reflection forms.

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 | 14 | 3 | 0 | 0 |
| 1 | 20 | 3 | 0 | 0 |
| 2 | 23 | 0 | 2 | 0 |
| 3 | 23 | 0 | 3 | 0 |
| 4 | 24 | 0 | 2 | 0 |
| 5 | 24 | 0 | 2 | 0 |
| 6 | | | | |
| Other | 0 | 0 | 0 | 0 |

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 | 22 | 0 | 2 | 0 |
| 1 | 22 | 0 | 2 | 0 |
| 2 | 21 | 1 | 2 | 0 |
| 3 | 23 | 0 | 2 | 0 |
| 4 | 24.0 | 0 | 3 | 0 |
| 5 | 26 | 0 | 2 | 0 |
| 6 | | | | |
| Other | 0 | 0 | 0 | 0 |

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 | 18 | 2 | 0 | 0 |
| 1 | 21 | 1 | 1 | 0 |
| 2 | 14 | 2 | 0 | 0 |
| 3 | 18 | 1 | 2 | 0 |
| 4 | 23 | 0 | 2 | 0 |
| 5 | 24 | 0 | 3 | 0 |
| 6 | | | | |
| Other | 0 | 0 | 0 | 0 |

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) | 0.4 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | 0 |

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 | \$ 16,945.46 | \$ 4,642.97 | \$ 12,302.49 | \$114,143.98 |
| District | N/A | N/A | 13,114.29 | \$114,644 |
| Percent Difference - School Site and District | N/A | N/A | -200.0 | -0.4 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | -200.0 | 27.7 |

2020-21 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The use of categorical funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) Addendum for 2018-19 located on PAUSD's LCAP webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Plan for Student Achievement (SPSA). The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." With input from the staff and community, the SSC is the decision-making body responsible for establishing SPSA goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SPSA. The SPSA includes a budget for proposed expenditures to support the SPSA goals. Proposed 2020-21 SPSAs were presented to the PAUSD Board on June 23, 2020 and are available through the following link: <http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=BQ2S3Y6FB3CB>

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 | \$67,059 | \$52,562 |
| Mid-Range Teacher Salary | \$106,750 | \$83,575 |
| Highest Teacher Salary | \$135,311 | \$104,166 |
| Average Principal Salary (Elementary) | \$170,020 | \$131,875 |
| Average Principal Salary (Middle) | \$184,382 | \$137,852 |
| Average Principal Salary (High) | \$191,531 | \$150,626 |
| Superintendent Salary | \$309,000 | \$260,243 |
| Percent of Budget for Teacher Salaries | 37% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

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 | 8 | 7 | 7 |

Palo Alto 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 Student 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 | Palo Alto Unified School District |
| Phone Number | (650) 329-3700 |
| Superintendent | Dr. Don Austin |
| Email Address | daustin@pausd.org |
| District Website Address | www.pausd.org |

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 | 5633 | 4781 | 84.87 | 15.13 | 80.48 |
| Female | 2644 | 2237 | 84.61 | 15.39 | 84.21 |
| Male | 2989 | 2544 | 85.11 | 14.89 | 77.21 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 2084 | 1848 | 88.68 | 11.32 | 90.63 |
| Black or African American | 102 | 87 | 85.29 | 14.71 | 48.28 |
| Filipino | 30 | 25 | 83.33 | 16.67 | 70.83 |
| Hispanic or Latino | 823 | 688 | 83.60 | 16.40 | 51.03 |
| Native Hawaiian or Pacific Islander | 57 | 47 | 82.46 | 17.54 | 31.91 |
| Two or More Races | 680 | 597 | 87.79 | 12.21 | 85.71 |
| White | 1855 | 1487 | 80.16 | 19.84 | 83.00 |
| English Learners | 379 | 329 | 86.81 | 13.19 | 37.23 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 36 | 20 | 55.56 | 44.44 | 30.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 673 | 557 | 82.76 | 17.24 | 43.56 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 650 | 498 | 76.62 | 23.38 | 38.90 |

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 | 5631 | 4747 | 84.30 | 15.70 | 78.58 |
| Female | 2642 | 2218 | 83.95 | 16.05 | 78.75 |
| Male | 2989 | 2529 | 84.61 | 15.39 | 78.42 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 2083 | 1831 | 87.90 | 12.10 | 92.99 |
| Black or African American | 102 | 84 | 82.35 | 17.65 | 42.17 |
| Filipino | 30 | 25 | 83.33 | 16.67 | 60.00 |
| Hispanic or Latino | 823 | 681 | 82.75 | 17.25 | 42.92 |
| Native Hawaiian or Pacific Islander | 57 | 44 | 77.19 | 22.81 | 27.27 |
| Two or More Races | 679 | 598 | 88.07 | 11.93 | 84.25 |
| White | 1855 | 1482 | 79.89 | | 78.76 |
| English Learners | 379 | 342 | 90.24 | 9.76 | 40.41 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 36 | 24 | 66.67 | 33.33 | 25.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 673 | 552 | 82.02 | 17.98 | 36.95 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 650 | 494 | 76.00 | 24.00 | 35.71 |