

# Barron Park Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Barron Park Elementary School
<b>Street</b>	800 Barron Ave.
<b>City, State, Zip</b>	Palo Alto, CA 94306
<b>Phone Number</b>	(650) 858-0508
<b>Principal</b>	Claudia Corpus
<b>Email Address</b>	ccorpus@pausd.org
<b>School Website</b>	<a href="https://barron.pausd.org/">https://barron.pausd.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	43-69641-6115562

## 2025-26 District Contact Information

<b>District Name</b>	Palo Alto Unified School District
<b>Phone Number</b>	(650) 329-3700
<b>Superintendent</b>	Dr. Don Austin
<b>Email Address</b>	daustin@pausd.org
<b>District Website</b>	<a href="http://www.pausd.org">www.pausd.org</a>

## 2025-26 School Description and Mission Statement

Barron Park Elementary School has 14 general education classrooms, Transitional Kindergarten through Fifth Grade, and three Learning Centers. Students come from a rich variety of ethnic, cultural, and economic backgrounds in the Barron Park and Ventura communities, representing over 18 languages and 44 countries.

### VISION & CORE VALUES

Barron Park is an inclusive school providing a safe, thoughtful, growth-oriented learning environment where all students are supported in their social development and academic growth. A culture of respect and empathy honors all students for their gifts and encourages them to become caring, mindful contributors to our diverse, global society. We believe that diversity is our strength.

Barron Park strives to be a place where...

...we all learn.

...we respect one another.

...we develop responsibility.

...we feel safe.

...we feel that we belong to a community.

School themes are to be your best, be respectful, be kind and be safe.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	26
Grade 2	44
Grade 3	45
Grade 4	31
Grade 5	48
Total Enrollment	278

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
Asian	33.5
Black or African American	2.2
Filipino	0.7
Hispanic or Latino	28.1
Native Hawaiian or Pacific Islander	1.8
Two or More Races	6.8
White	27
English Learners	29.5
Homeless	3.6
Socioeconomically Disadvantaged	30.9
Students with Disabilities	17.3

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.5	85.1	622.4	90.49	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.1	0.46	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	8.06	16.8	2.45	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	3.5	0.52	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	6.77	41.7	6.08	15831.9	5.67
<b>Total Teaching Positions</b>	14.7	100	687.8	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.3	88.59	597	90.55	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	0.54	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	5.98	35	5.31	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1	0.17	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	5.43	22.5	3.42	14303.8	5.15
<b>Total Teaching Positions</b>	18.4	100	659.3	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.1	92.5	605.1	92.4	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.1	0.49	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.3	1.52	28.9	4.42	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	1.33	4.7	0.72	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	4.6	12.9	1.98	13705.8	4.91
<b>Total Teaching Positions</b>	21.7	100	654.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0.8	0
<b>Misassignments</b>	1.10	0.2	0.3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	1.1	0.3

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0.2
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5	0	16.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Description of the school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2025-26 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on this 14th day of October 2025

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading: Benchmark Advanced/ Adelante, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives - Grade 2	0
<b>Mathematics</b>	Bridges Mathematics - 2017	0
<b>Science</b>	Twig Science California, Twig Education, 2021.	0
<b>History-Social Science</b>	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	0

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

## 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 will visit 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 Department 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.

## School Facility Conditions and Planned Improvements

The Barron Park Elementary School main campus was originally constructed in 1947. The buildings on campus have been renovated and added to over the years. A large portion of the original wing and the administration building were lost due to fire and were re-built in 1977 along with a new Multipurpose building. The 2001 modernization included construction of a new library building and a new wing with four new classrooms. In 2008, two new portable classrooms were added to the site.

An electrical upgrade took place and the kinder play area was renovated during summer 2025. The upper play structure will be replaced in 2026. The fire alarm system on campus is also scheduled to be replaced with a new Gamewell system during the summer of 2026. Another future project will replace the existing heating systems with new air conditioning units for all the existing classrooms in summer 2026. There is no new construction planned for the campus.

As of October, 2025, Barron Park has 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 poses 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 Barron Park Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 16 hours daily.

Year and month of the most recent FIT report

5/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		1: 4. FORMICA TRIM IS CHIPPING ON COUNTER CREATING INJURY HAZARD. 15: 4. WALL IS DAMAGED. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. SURGE PROTECTORS ARE DAISY CHAINED. 16: 4. FORMICA IS CHIPPING ON CABINET DOORS. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED). 2: 4. FORMICA TRIM IS LOOSE (TAPED). CEILING TILE HAS A WATER STAIN IN CLOSET. 5. UNSECURED ITEMS ARE STORED TOO HIGH IN CLOSET. 7. ELECTRICAL CONDUIT END CAP IS MISSING. EVAP MAP IS NOT INSPECTED. (WILLIAMS NOTICE NOT POSTED). 5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED). 9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH ALSO IN CLOSET. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED).

## School Facility Conditions and Planned Improvements

			<p>BOYS RESTROOM: 4. LINOLEUM FLOORING IS TORN. 11. PAINT IS PEELING ON INTERIOR WALL. MULTI-PURPOSE ROOM: 4. FLOOR TILES ARE BROKEN. FLOOR TILE IS MISSING. 11. PAINT IS PEELING ON CEILING.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>:</p> <p>10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED).</p> <p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 12. CRACK ON INTERIOR WALL.</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCH PLATE COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED).</p> <p>15: 4. WALL IS DAMAGED. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>16: 4. FORMICA IS CHIPPING ON CABINET DOORS. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED).</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>2: 4. FORMICA TRIM IS LOOSE (TAPED). CEILING TILE HAS A WATER STAIN IN CLOSET. 5. UNSECURED ITEMS ARE STORED TOO HIGH IN CLOSET. 7. ELECTRICAL CONDUIT END CAP IS MISSING. EVAP MAP IS NOT INSPECTED. (WILLIAMS NOTICE NOT POSTED).</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN CLOSET. 10. FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED).</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED).</p> <p>9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH ALSO IN CLOSET. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED).</p>

## School Facility Conditions and Planned Improvements

			LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH ALSO IN CLOSET. 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED.
<b>Electrical</b>		X	10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED). 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 12. CRACK ON INTERIOR WALL. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCH PLATE COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED). 15: 4. WALL IS DAMAGED. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. SURGE PROTECTORS ARE DAISY CHAINED. 2: 4. FORMICA TRIM IS LOOSE (TAPED). CEILING TILE HAS A WATER STAIN IN CLOSET. 5. UNSECURED ITEMS ARE STORED TOO HIGH IN CLOSET. 7. ELECTRICAL CONDUIT END CAP IS MISSING. EVAP MAP IS NOT INSPECTED. (WILLIAMS NOTICE NOT POSTED). 7-B: 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE NOT POSTED). COMPUTER ROOM: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 12. HOLES IN INTERIOR WALL. LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH ALSO IN CLOSET. 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALLS. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED).
<b>Safety:</b> Fire Safety, Hazardous Materials		X	10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON

## School Facility Conditions and Planned Improvements

INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED).  
 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.  
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 ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALLS.  
 BOYS RESTROOM: 4. LINOLEUM FLOORING IS TORN. 11. PAINT IS PEELING ON INTERIOR WALL.  
 CUSTODIAL STORAGE: 11. PAINT IS PEELING IN INTERIOR WALL. 12. CRACK IN INTERIOR WALL.  
 GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL.  
 LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH ALSO IN CLOSET. 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED.  
 MULTI-PURPOSE ROOM: 4. FLOOR TILES ARE BROKEN. FLOOR TILE IS MISSING. 11. PAINT IS PEELING ON CEILING.

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X		12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 12. CRACK ON INTERIOR WALL. COMPUTER ROOM: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 12. HOLES IN INTERIOR WALL. CUSTODIAL STORAGE: 11. PAINT IS PEELING IN INTERIOR WALL. 12. CRACK IN INTERIOR WALL.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	64	61	80	82	47	48
<b>Mathematics</b> (grades 3-8 and 11)	60	62	78	79	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	128	122	95.31	4.69	61.48
<b>Female</b>	55	53	96.36	3.64	64.15
<b>Male</b>	73	69	94.52	5.48	59.42
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	52	49	94.23	5.77	71.43
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	33	33	100.00	0.00	39.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	33	31	93.94	6.06	64.52
<b>English Learners</b>	38	37	97.37	2.63	27.03
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	37	37	100.00	0.00	35.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	26	89.66	10.34	38.46

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	128	123	96.09	3.91	61.79
<b>Female</b>	55	53	96.36	3.64	54.72
<b>Male</b>	73	70	95.89	4.11	67.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	52	50	96.15	3.85	76.00
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	33	33	100.00	0.00	27.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	33	31	93.94	6.06	70.97
<b>English Learners</b>	38	38	100.00	0.00	31.58
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	37	37	100.00	0.00	32.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	26	89.66	10.34	42.31

## CAASPP Test Results in Science for All Students

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

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

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

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

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	60.47	50	71.76	72.15	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	45	95.74	4.26	48.89
Female	20	19	95.00	5.00	47.37
Male	27	26	96.30	3.70	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	58.82
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	58.33
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	100.0%	100.0%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

Barron Park parents and staff share the goal of creating a wonderful and supportive school experience. Parents are actively involved in the school community in a variety of ways. Many parents regularly volunteer in classrooms and the library. The PTA sponsors many family and community events such as the Heritage picnic, parent education programs, a book fair, and an annual walk-a-thon. The PTA funds the Junior Museum for all classrooms through fundraisers and donations. The PTA depends largely on parent volunteers for various fundraising and community events. Two parents also serve as members of our School Site Council, an elected group that helps develop and monitor our annual school plan, strategic goals, and budget. To facilitate and support school-home communication, our school flyers and information are translated into Spanish. Barron Park also holds quarterly English Language Acquisition Committee meetings that engage families of English language learners. Home visits are also part of the Barron Park culture. They are optional but do provide an opportunity for families to give input to staff. To get involved in Barron Park, please call Annalyssa Garcia at (650) 858-0508 or email her at [agarcia@pausd.org](mailto:agarcia@pausd.org).

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	310	298	55	18.5
Female	141	136	27	19.9
Male	169	162	28	17.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	110	102	11	10.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	87	30	34.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	19	1	5.3
White	79	77	9	11.7
English Learners	98	95	19	20.0
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	108	106	33	31.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	62	11	17.7

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.17	1.88	1.94	1.09	1.57	1.48	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.94	0.00
Female	0.71	0.00
Male	2.96	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.82	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.53	0.00
English Learners	2.04	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.84	0.00

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

## 2025-26 School Safety Plan

Barron Park School is concerned about the safety of all students and recognizes the benefits of safety planning. A Comprehensive School Safety Plan (CSSP) is reviewed, updated, and approved annually by the Principal and the School Site Council. The School Site Council approved an updated plan in March of 2025.

The key elements of Barron Park’s Comprehensive School Safety Plan are:

- To be fully prepared for an earthquake or other disaster by reviewing preparation and supplies for disasters; and by training all staff in their roles and responsibilities in the event of an earthquake or other emergency.
- To maintain and improve student safety.
- To improve student connectedness and strengthen support systems for students' social, emotional, and physical health.

The revised Safety Plan will be completed by March 1, 2026. Until that time, we will follow the safety plan that is currently in place and approved.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	24		1	
2	22		1	
3	19	2		
4	22		1	
5	24		1	
6	0	0	0	0
Other	24		1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	0	0
1	21	1	1	0
2	16	2	0	0
3	21	0	1	0
4	22	0	1	0
5	18	2	0	0
6	0	0	0	0
Other	20	1	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	2	0
K	18	2	0	0
1	13	2	0	0
2	22	0	2	0
3	23	0	2	0
4	16	2	0	0
5	24	0	2	0

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	0.8
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.6
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.1

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	21,822.65	5,113.47	16,709.18	137,031.79
<b>District</b>	N/A	N/A	15,699.45	\$137,128
<b>Percent Difference - School Site and District</b>	N/A	N/A	6.2	-0.1
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	39.9	31.2

## Fiscal Year 2024-25 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, Title III, and Title IV of the Every Student Succeeds Act (ESSA). The way Palo Alto Unified uses categorical funds is to assist our school sites 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) webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Improvement Plan (SIP). The SIP is a 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 SIP 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 SIP. The SIP includes a budget for proposed expenditures to support the SIP goals. SIPs are presented to the

## Fiscal Year 2024-25 Types of Services Funded

PAUSD Board annually and are available on each school site's webpage (<https://www.pausd.org/schools>) under the "About Us/School Reports" section.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$79,548	\$62,145
<b>Mid-Range Teacher Salary</b>	\$126,630	\$97,088
<b>Highest Teacher Salary</b>	\$160,509	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$198,810	\$151,343
<b>Average Principal Salary (Middle)</b>	\$215,810	\$159,514
<b>Average Principal Salary (High)</b>	\$229,184	\$177,261
<b>Superintendent Salary</b>	\$393,184	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	32.79%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	5.02%	5.4%

## Professional Development

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12