

Juana Briones Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	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/
Grade Span	K-5
County-District-School (CDS) Code	43 69641 6048326

2025-26 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	www.pausd.org

2025-26 School Description and Mission Statement

Juana Briones Elementary School is a neighborhood school that reflects the economic and cultural diversity of the Palo Alto community. Our blend of nationalities, traditions, and languages fosters global awareness and cultural understanding. The Juana Briones community remains deeply committed to supporting every student, family, and staff member—values that are central to our mission and vision.

The staff is transitioning to a Professional Learning Community (PLC) model, which emphasizes collaboration and collective responsibility to ensure high levels of learning for all students. The 2025–26 school year will serve as a training year, followed by implementation of PLC practices to enhance instructional effectiveness, student achievement, and growth.

Juana Briones houses an Extensive Needs Learning Center, serving students with speech, communication, physical, and learning challenges. Our Mild to Moderate Learning Center supports students with emotional and learning differences. Students in these programs are included in general education classrooms to the greatest extent possible, reflecting our belief that all students are general education students first. Our diversity strengthens our school community and reinforces our shared commitment to kindness, perseverance, and inclusion. Additional programs that support inclusion and connection between students and staff include monthly K-5 interest-based clubs lead by all teachers and some staff and a monthly buddy program where K and 3rd, 1st and 4th, and 2nd and 5th grade classes get together to do activities that promote relationship building and leadership.

Mission (Updated 2023):

Juana Briones School serves as a beacon in the community where students, teachers, staff, and families come together to connect and support one another. We collaborate to ensure that each student experiences a sense of belonging and achieves their fullest potential—socially, emotionally, and academically. We are committed to ensuring that every staff and family member is supported, included, and welcomed.

Vision:

Learning and thriving as an inclusive community every day.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	43
Grade 2	40
Grade 3	46
Grade 4	49
Grade 5	48
Total Enrollment	260

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.4
Asian	48.1
Black or African American	1.2
Filipino	0.8
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	1.2
Two or More Races	10.4
White	30.4
English Learners	25.8
Homeless	0.4
Socioeconomically Disadvantaged	11.2
Students with Disabilities	11.2

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	92.37	622.4	90.49	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	1.5	7.63	41.7	6.08	15831.9	5.67
Total Teaching Positions	19.6	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.8	94.4	597	90.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.6	35	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.17	11746.9	4.23
Unknown/Incomplete/NA	0	0	22.5	3.42	14303.8	5.15
Total Teaching Positions	17.8	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.4	94.26	605.1	92.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.1	0.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.74	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.9	1.98	13705.8	4.91
Total Teaching Positions	17.4	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.7	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

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
Reading/Language Arts	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
Mathematics	Bridges Mathematics - 2017	0
Science	Twig Science California, Twig Education, 2021.	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	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 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 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 Juana Briones Elementary School main campus was originally constructed in 1952. The buildings on campus have been renovated 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, which also included a new Library facility.

The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2026. The electrical service was upgraded in 2025, and the replacement of the old gas-fired heating systems with new air conditioning units in the classrooms will take place in 2026.

As of October 2025, Briones 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 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

5/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		ADMINISTRATION: 4 CEILING TILES HAVE WATER STAINS COPY ROOM: 4 CEILING TILE HAS A WATER STAIN PRINCIPAL: 4 CEILING TILES HAVE WATER STAINS 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED) Room 11: 4 CEILING TILE IS LOOSE (WILLIAMS NOTICE NOT POSTED) Room 14: 4 CEILING TILES ARE LOOSE (WILLIAMS NOTICE NOT POSTED) Room 22: 4 CEILING TILES ARE LOOSE CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ELECTRICAL COVER IS MISSING IN CEILING 11 PAINT IS PEELING ON DAMP RAILING (WILLIAMS NOTICE NOT POSTED) Room 4: 4 FORMICA TRIM IS MISSING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH Room 9: 4 CEILING TILE IS LOOSE 10 EVACUATION MAP IS NOT POSTED STAFFS OFFICE: 4 CEILING TILES HAVE WATER STAINS
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: NURSE: 5 UNSECURED ITEMS ARE STORED TOO HIGH 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE 10 NO ROOM ID (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			<p>Room 22: 4 CEILING TILES ARE LOOSE CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ELECTRICAL COVER IS MISSING IN CEILING 11 PAINT IS PEELING ON DAMP RAILING (WILLIAMS NOTICE NOT POSTED) STORAGE: 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 NO ROOM ID</p>
<p>Electrical</p>		<p>X</p>	<p>INDOOR WING OFFICE 5: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORD IS BEING PERMANENTLY USED 11 PAINT IS PEELING ON INTERIOR WALL INDOOR WING OFFICE 7: 7 EXTENSION CORD IS BEING PERMANENTLY USED 11 PAINT IS PEELING ON INTERIOR WALL MPR: 7 ELECTRICAL OUTLET COVER IS BROKEN Room 22: 4 CEILING TILES ARE LOOSE CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ELECTRICAL COVER IS MISSING IN CEILING 11 PAINT IS PEELING ON DAMP RAILING (WILLIAMS NOTICE NOT POSTED) Room 3: 5 UNSECURED ITEMS ARE STORED TOO HIGH IN CLOSET 7 ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO A WATER SOURCE 11 IMPROPERLY STORED CLEANING SUPPLIES (WILLIAMS NOTICE NOT POSTED) STORAGE: 7 LIGHT DIFFUSER IS LOOSE 10 NO ROOM ID STORAGE: 7 LIGHT DIFFUSER IS MISSING SUPPLY ROOM: 4 CEILING TILES ARE LOOSE 7 ELECTRICAL COVER IS MISSING</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>GIRLS RESTROOM: 11 PAINT IS PEELING ON CEILING NURSE: 5 UNSECURED ITEMS ARE STORED TOO HIGH 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE 10 NO ROOM ID (MENSTRUAL NOTICE NOT POSTED) PRINCIPAL: 4 CEILING TILES HAVE WATER STAINS 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED) Room 15: 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED) 10 EVACUATION MAP IS NOT POSTED 11 PAINT IS PEELING ON INTERIOR WALL IN RR (WILLIAMS NOTICE NOT POSTED) Room 16: WALL TRIM CHIPPING FORMICA TRIM IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH IN CLOSET 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED) (WILLIAMS NOTICE NOT POSTED) STAFF RESTROOM: 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>	<p>EQUIPMENT: 5 UNSECURED ITEMS ARE STORED TOO HIGH 11 PAINT IS PEELING ON CEILING 12 CRACK IN INTERIOR WALL GIRLS RESTROOM: 11 PAINT IS PEELING ON INTERIOR WALL INDOOR WING OFFICE 6: 10 FIRE EXTINGUISHER NOT MOUNTED INDOOR WING OFFICE 7: 7 EXTENSION CORD IS BEING PERMANENTLY USED 11 PAINT IS PEELING ON INTERIOR WALL NURSE: 5 UNSECURED ITEMS ARE STORED TOO HIGH 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE 10 NO ROOM ID (MENSTRUAL NOTICE NOT POSTED) Room 1: 4 FORMICA TRIM IS LOOSE 5 UNSECURED ITEMS ARE STORED TOO HIGH 11 IMPROPERLY STORED CLEANING SUPPLIES (WILLIAMS NOTICE NOT POSTED) Room 10: 5 UNSECURED ITEMS ARE STORED TOO HIGH ALSO IN CLOSET 10 EVACUATION MAP IS NOT POSTED M11 IMPROPERLY STORED CLEANING SUPPLIES Room 13: 5 UNSECURED ITEMS ARE STORED TOO HIGH ALSO IN STORAGE. ROOM IS CLUTTERED 11 IMPROPERLY STORED CLEANING SUPPLIES (WILLIAMS NOTICE NOT POSTED) Room 15: 8 MENSTRUAL PRODUCTS NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED) 10 EVACUATION MAP IS NOT POSTED 11 PAINT IS PEELING ON INTERIOR WALL IN RR (WILLIAMS NOTICE NOT POSTED) Room 18: 11 PAINT IS PEELING ON INTERIOR WALL IN RR 12 CRACK IN INTERIOR WALL Room 2: 11 IMPROPERLY STORED CLEANING SUPPLIES Room 22: 4 CEILING TILES ARE LOOSE CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ELECTRICAL COVER IS MISSING IN CEILING 11 PAINT IS PEELING ON DAMP RAILING (WILLIAMS NOTICE NOT POSTED) Room 3: 5 UNSECURED ITEMS ARE STORED TOO HIGH IN CLOSET 7 ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO A WATER SOURCE 11 IMPROPERLY STORED CLEANING SUPPLIES (WILLIAMS NOTICE NOT POSTED) Room 9: 4 CEILING TILE IS LOOSE 10 EVACUATION MAP IS NOT POSTED STORAGE: 10 NO ROOM ID STORAGE: 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 NO ROOM ID STORAGE: 7 LIGHT DIFFUSSER IS LOOSE 10 NO ROOM ID</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>	<p>EQUIPMENT: 5 UNSECURED ITEMS ARE STORED TOO HIGH 11 PAINT IS PEELING ON CEILING 12 CRACK IN INTERIOR WALL O.H HALLWAY: 12 CRACKS IN INTERIOR WALLS Room 12: 12 DRYROT ON COVERED WALKWAY (WILLIAMS NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

				Room 18: 11 PAINT IS PEELING ON INTERIOR WALL IN RR 12 CRACK IN INTERIOR WALL
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	80	88	80	82	47	48
Mathematics (grades 3-8 and 11)	81	87	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
All Students	143	136	95.10	4.90	88.24
Female	64	62	96.88	3.12	88.71
Male	79	74	93.67	6.33	87.84
American Indian or Alaska Native	--	--	--	--	--
Asian	66	62	93.94	6.06	88.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	93.33

White	44	41	93.18	6.82	97.56
English Learners	23	16	69.57	30.43	62.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	12	75.00	25.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	50.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	143	143	100.00	0.00	87.41
Female	64	64	100.00	0.00	89.06
Male	79	79	100.00	0.00	86.08
American Indian or Alaska Native	--	--	--	--	--
Asian	66	66	100.00	0.00	89.39
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	93.33
White	44	44	100.00	0.00	90.91
English Learners	23	23	100.00	0.00	60.87
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	16	16	100.00	0.00	56.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	50.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	76.6	82.98	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	48	48	100.00	0.00	81.25
Female	17	17	100.00	0.00	76.47
Male	31	31	100.00	0.00	83.87
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	90.48
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	75.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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	97.9%	97.9%	97.9%	97.9%	97.9%

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

A strong partnership between home and school forms the foundation of the collaborative atmosphere at Juana Briones Elementary School. Families are actively involved through the Parent-Teacher Association (PTA), School Site Council (SSC), Community Advisory Committee for Special Education (CAC), Partners in Education (PiE), District English Learner Advisory Committee (DELAC), and various Palo Alto Unified School District committees, as well as through ongoing classroom and campus activities.

Parents volunteer in numerous capacities, including as Asset Building Champions (ABC) readers in the school wide social-emotional learning program, Living Classroom volunteers supporting the NGSS-aligned gardening curriculum, library assistants, field trip chaperones, event coordinators, and assisting in the classroom. Many experiential learning opportunities, field trips, and community events are made possible through parent support.

Families also contribute to the school's commitment to cultural awareness by hosting Cultural Information Stations, where students learn about the diverse backgrounds represented in the Briones community. The Wellness Center, open daily before school, provides mindfulness and wellness resources for students, staff, and families, including a lending library, resource center, and pantry, and parent learning events are hosted throughout the year.

The Juana Briones PTA plays an integral role in community building and fundraising. Annual events such as the First Day Coffee, Fall Festival and Silent Auction, Ice Cream Social, International Potluck, and ice skating party foster family engagement and school spirit. PTA funds support instructional materials, assemblies, and enrichment activities, while programs such as Great Gatherings, Walk and Roll to School, and Principal Community Conversations strengthen community connections. The PTA collaborates with the Student and Family Engagement (SaFE) Specialist to ensure that all families are included in school events.

The Principal meets regularly with representatives from the PTA, SSC, CAC, and PiE to coordinate efforts and strengthen the home-school partnership.

For more information about volunteer opportunities or to get involved, visit <https://briones.paloaltopta.org> or contact the PTA President at pta_president@paloaltopta.org.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	270	266	17	6.4
Female	127	126	8	6.3
Male	143	140	9	6.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	131	131	8	6.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	3	15.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	1	3.6
White	82	78	5	6.4
English Learners	71	70	3	4.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	32	32	3	9.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	32	4	12.5

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
0	0.36	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	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

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

JUANA BRIONES ELEMENTARY SCHOOL SITE COUNCIL SAFETY PLAN GOALS

Approved by the Juana Briones School Site Council on January 27, 2025.

GOAL 1

Assure a safe physical environment:

Strategy 1A: Improve dropping off/picking up students. We did a traffic audit and will work with the City of Palo Alto to determine appropriate improvements.

Strategy 1B: Improve safety of the field/equipment. We are working with the district maintenance department and the City of Palo Alto to improve and properly maintain our field so that it is safe for use by students during school hours and the public.

Goal 2

Build Communication and Problem Solving Skills Among All Students

Strategy 2A: Work with ABC Readers to reinforce communication skills through monthly books.

Strategy 2B: Provide explicit instruction on the "I-Message" and provide opportunities to role play and practice using the I-Message language. Have posters with I-message sentence stems available.

Strategy 2C: Use of the three tools (mouth/hands/feet) in every classroom.

Goal 3:

Have a fair and consistent discipline and consequences across the campus.

Strategy 3A: Use the District discipline flow chart Use the District discipline flow chart

Strategy 3B: Use the District discipline flow chart Revisit the current discipline structure as a staff

Strategy 3C: Receive training in restorative/transformational practices. Principal is trained with restorative/transformational practices and has trained noon supervisors. Use districtwide Second Step curriculum.

Strategy 3D: Collect and analyze behavior data.

GOAL 4

Welcome Diversity

Strategy 4A: We have two staff members who act as a Multicultural Affairs Liaisons (MALs) and are participating in a series of training throughout the year with the principal. The training is offered by the district.

Strategy 4B: There is a focus on making sure that each of our students sees themselves in the books they read and the lessons they learn in class. We are in the continual process of updating our classroom library and school library books.

Strategy 4C: Our Student and Family Engagement, or SaFE specialist, also works closely with our families, PTA, staff, and students to provide additional resources and support for families and students.

Strategy 4B: Families host Cultural Information Stations at lunch recess where families share information and artifacts about their culture.

Please note, our current School Site Council will be reviewing and revising these goals and the included strategies again this year, and will finalize new plans regarding school safety for the 2026-27 school year no later than March 1, 2026.

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	18	2		
1	22		2	
2	23		2	
3	19	2		
4	23		2	
5	25		2	
6	0	0	0	0

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	2	0	0
1	19	2	0	0
2	23	0	2	0
3	24	0	2	0
4	22	0	2	0
5	25	0	2	0
6	0	0	0	0
Other	0			

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	0	0
1	22	0	2	0
2	20	1	1	0
3	23	0	2	0
4	25	0	2	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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1.1

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
School Site	19,248.98	3,929.60	15,319.38	135,686.75
District	N/A	N/A	15,699.45	\$137,128
Percent Difference - School Site and District	N/A	N/A	-2.5	-1.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	31.5	30.2

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

Fiscal Year 2024-25 Types of Services Funded

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 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
Beginning Teacher Salary	\$79,548	\$62,145
Mid-Range Teacher Salary	\$126,630	\$97,088
Highest Teacher Salary	\$160,509	\$120,436
Average Principal Salary (Elementary)	\$198,810	\$151,343
Average Principal Salary (Middle)	\$215,810	\$159,514
Average Principal Salary (High)	\$229,184	\$177,261
Superintendent Salary	\$393,184	\$294,805
Percent of Budget for Teacher Salaries	32.79%	29.95%
Percent of Budget for Administrative Salaries	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
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12