

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

El Crystal School

2014-15
School Accountability Report Card
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SARC



Principal's Message

El Crystal Elementary is in its second year as a science, technology, engineering and mathematics (STEM) magnet school. Students learn in highly engaging manner through inquiry, problem solving and hands-on activities that challenge them in the STEM areas. STEM-focused integrated curriculum encourages students to develop critical-thinking skills, collaboration, communication and creativity. Students will be prepared to be productive, digitally literate, creative confidence, and responsible citizens in the 21st century and beyond.

School Mission Statement

The school mission is to serve the needs of students through STEM education and civic-mindedness. Students' educational journey from kindergarten through fifth grade provides students a technology-rich learning environment, STEM literacy with real-world applications and solutions, and as such its students are creative, confident, notably well-spoken, well-read, responsible for their learning, and treat others with kindness and respect.

School Safety

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council (SSC). The SSC meets throughout the year and sets long-term goals for the school. The safety plan is updated each fall and covers various safety procedures, including the visitor policy, emergency materials and evacuation procedures. The safety plan is reviewed with all staff members at the beginning of each school year. It was most recently reviewed, updated, and discussed with staff in September and November 2015. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held twice a year, and intruder and lockdown drills are held as appropriate. The safety plan is located for public access in the school office. All visitors must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among noon supervisors, teachers and the school's administration.

Students at El Crystal Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Each parent receives a parent/student handbook containing the Student Behavior Management Plan during Back-to-School Night.

The goal at El Crystal is to provide students with opportunities to learn self-discipline techniques to manage their behavior in a positive manner.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Motto

Proud Schools in a Proud Community

San Bruno Park School District Mission Statement

San Bruno Park School District educates and empowers all students to thrive academically, socially and emotionally to be contributing members of society.

San Bruno Park School District Belief Statements

We believe that:

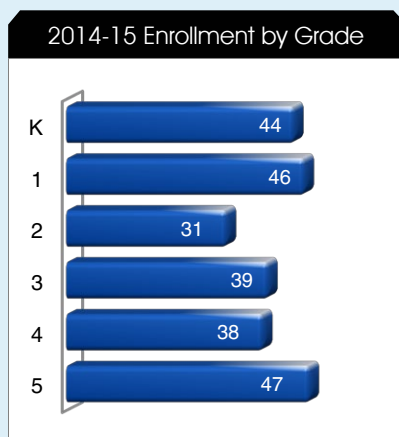
- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit all; we need to address each child's needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure education environment.

San Bruno Park School District Goals

- Attract, develop and retain highly qualified staff
- Implement 21st-century learning strategies and methodologies
- Become fiscally solvent
- Develop, expand and implement quality programs and courses to enable academic success for all students

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



English Learner Program

The English Language Development (ELD) program at El Crystal Elementary School assists students who are English learners. The program provides special instruction in core curriculum subject areas and is conducted by Crosscultural Language and Academic Development (CLAD) certificated teachers. Student progress is based on California English Language Development Test (CELDT) results. All ELD instruction is fully integrated into the classroom curriculum.

Special Programs and Staff

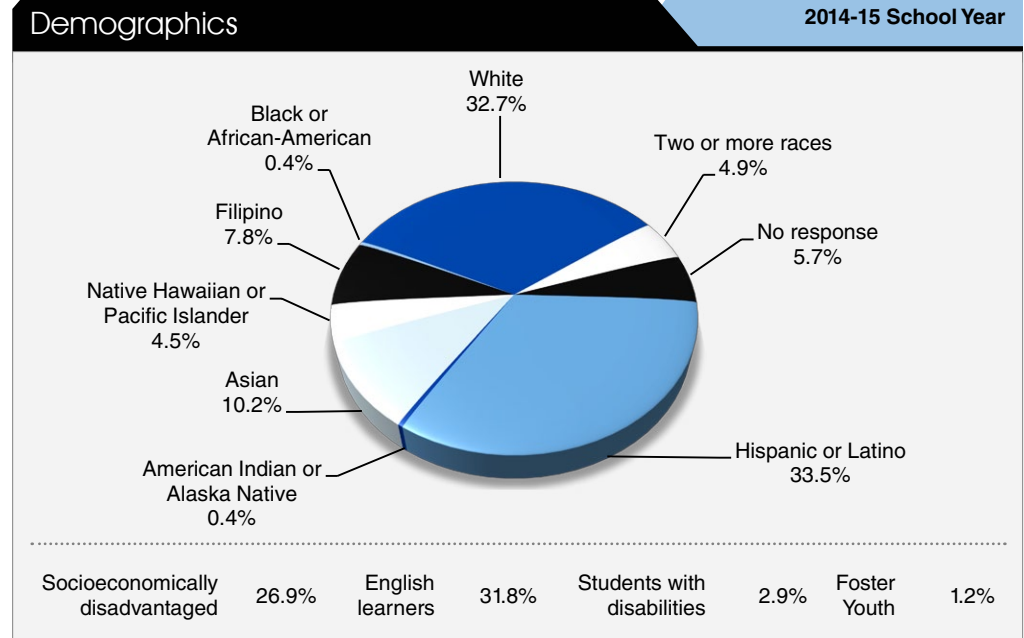
The district psychologist and counselor are devoted to helping students deal with problems, assisting them in reaching positive goals and providing additional counseling services. In addition, the district contracts out for nurses to conduct vision and hearing testing.

All students participate in physical education provided by an outside agency.

Extracurricular activities for our students include Mouse Squad, cafeteria helpers, office helpers and cross-age buddies. In the cross-age buddies program, older students work side by side with their younger peers with laptop computers on a weekly basis. Fourth-grade students and their kindergarten buddies work on a character-building activity by using the computers to write myths about social traits such as honesty.

Enrollment by Student Group

The total enrollment at the school was 245 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



Achievements

Our school has been the recipient of more than \$350,000 in donations from the Danford Foundation to support and enhance our curriculum through the use of laptop computers; wireless Internet access; iPod touches; iPads; and sophisticated, relevant software programs. These programs include Reading Counts, Lexia and Wixie. For more than seven years now, we have provided a highly successful take-home audiobook program for nonproficient readers using iPods called the El Crystal Audiobook Project, or eCAP.

The inclusion of those tools and the positive, upbeat philosophy of our staff members enabled us to become the first STEM Magnet School in the San Bruno Park School District beginning in the 2013-14 school year.

We are in the third year of a relevant partnership with the education department at Notre Dame de Namur University in Belmont, California, to help us establish our STEM program by providing professional-development activities, acting as critical reviewers of our curriculum and pedagogy, and assisting us in developing a comprehensive assessment tool to validate the effectiveness of our STEM program.

Our site leadership team was chosen to present the progression of our STEM program at the Lead 3.0 Symposium in April 2014 and at the Californians Dedicated to Education Foundation STEM Symposium held in San Diego during September 2014.

Measures for Improvement

Our Single Plan for Student Achievement for 2014-15 provides for three significant goals:

- Transition the breadth and scope of instruction to the rigor of the Common Core State Standards
- Increase student achievement in English language arts and mathematics through differentiated support
- Strengthen the level of family outreach, engagement and involvement through a variety of options, activities and initiatives

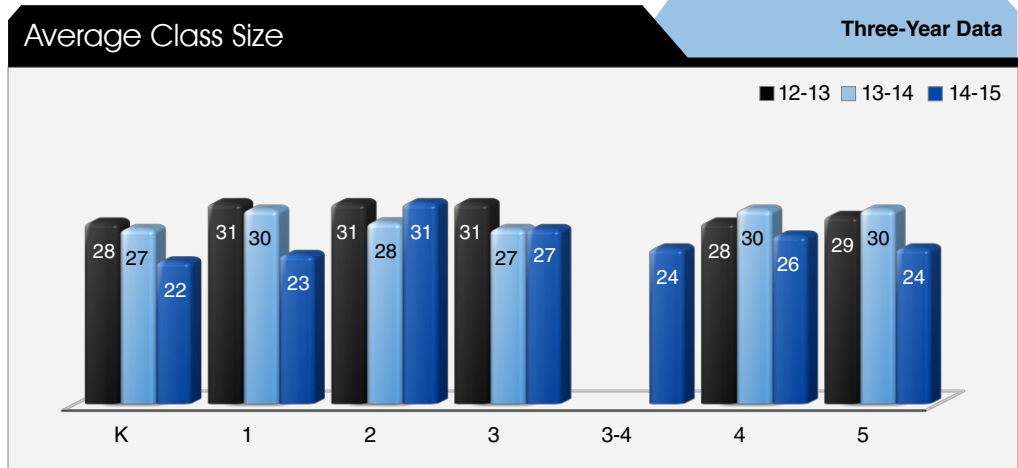
For 2015-16, there are three significant goals:

- Continue to develop and enhance STEM activities at all grade levels, allowing for support and professional development for five new staff members
- Concentrate upon the implementation of Eureka Math at all grade levels
- Continue to strengthen the level of family outreach, engagement and involvement through a variety of options, activities and initiatives

The umbrella to these goals is the ongoing and successful implementation of our STEM program. We measure success relative to our three goals through a variety of methods, including lesson plans, agendas and minutes, observations and reports to our School Site Council, student projects, and input from Notre Dame de Namur University faculty.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Grade	Three-Year Data								
	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			2			2	
1		1 ½			1			2	
2		½ ½			1 ½			1	
3		½ ½			½			1	
3-4								1	
4		½ ½			1 ½			1	
5		½ 1			½			2	

Note: The number of classrooms by size data includes combination classes.

Professional Development

The school site provides time and resources for collaboration, planning and professional development for all staff. Teachers at El Crystal receive training directly related to curriculum and instruction by attending workshops and conferences, which are approved by the district and administration.

During the 2014-15 school year, El Crystal contracted with the San Mateo County Office of Education for the staff to receive direct training on implement the Lucy Calkins writing program.

Once a month, the designated Site Leadership Team meets with professors from Notre Dame de Namur University to review our STEM activities while designing assessments to measure their effectiveness.

During teacher planning time on Thursdays, grade-level teams meet to plan STEM activities for each grade level.

	Three-Year Data		
	2013-14	2014-15	2015-16
El Crystal School	2 days	3 days	3 days



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

El Crystal School			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	12-13	13-14	14-15
Suspension rates	1.3%	1.3%	0.3%
Expulsion rates	0.1%	0.1%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

School Motto:

Where everyone matters;
where everyone can learn.
It is not about tech;
it is about learning.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	15.2%
Five of six standards	21.7%
Six of six standards	13.0%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	El Crystal School	San Bruno Park SD	California	
Met overall AYP	Yes	Yes	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	○	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	El Crystal School	San Bruno Park SD	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	◇	2011-2012	
Year in Program Improvement	◇	Year 3	
Number of Title I schools currently in Program Improvement	3		
Percentage of Title I schools currently in Program Improvement	100.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data								
	El Crystal School			San Bruno Park SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	82%	70%	65%	57%	62%	61%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	61%
All students at the school	65%
Male	77%
Female	54%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	53%
Native Hawaiian or Pacific Islander	❖
White	83%
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	41%
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	El Crystal School	San Bruno Park SD	California
English language arts/literacy	48%	43%	44%
Mathematics	52%	38%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	39	38	97.4%	24%	24%	24%	29%
Male		20	51.3%	30%	30%	20%	20%
Female		18	46.2%	17%	17%	28%	39%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	7.7%	❖	❖	❖	❖
Filipino		3	7.7%	❖	❖	❖	❖
Hispanic or Latino		11	28.2%	36%	36%	27%	0%
Native Hawaiian or Pacific Islander		5	12.8%	❖	❖	❖	❖
White		10	25.6%	❖	❖	❖	❖
Two or more races		4	10.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		11	28.2%	36%	27%	18%	18%
English learners		8	20.5%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	39	38	97.4%	16%	18%	32%	34%
Male		20	51.3%	20%	10%	35%	35%
Female		18	46.2%	11%	28%	28%	33%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	7.7%	❖	❖	❖	❖
Filipino		3	7.7%	❖	❖	❖	❖
Hispanic or Latino		11	28.2%	27%	27%	27%	18%
Native Hawaiian or Pacific Islander		5	12.8%	❖	❖	❖	❖
White		10	25.6%	❖	❖	❖	❖
Two or more races		4	10.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		11	28.2%	36%	18%	18%	27%
English learners		8	20.5%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	38	38	100.0%	37%	16%	34%	13%
Male		20	52.6%	30%	15%	40%	15%
Female		18	47.4%	44%	17%	28%	11%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.6%	❖	❖	❖	❖
Asian		1	2.6%	❖	❖	❖	❖
Filipino		3	7.9%	❖	❖	❖	❖
Hispanic or Latino		17	44.7%	47%	18%	35%	0%
Native Hawaiian or Pacific Islander		1	2.6%	❖	❖	❖	❖
White		12	31.6%	25%	8%	33%	33%
Two or more races		2	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		16	42.1%	56%	25%	13%	6%
English learners		12	31.6%	50%	17%	25%	8%
Students with disabilities		2	5.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	38	38	100.0%	29%	24%	34%	13%
Male		20	52.6%	15%	30%	35%	20%
Female		18	47.4%	44%	17%	33%	6%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.6%	❖	❖	❖	❖
Asian		1	2.6%	❖	❖	❖	❖
Filipino		3	7.9%	❖	❖	❖	❖
Hispanic or Latino		17	44.7%	24%	41%	29%	6%
Native Hawaiian or Pacific Islander		1	2.6%	❖	❖	❖	❖
White		12	31.6%	25%	17%	50%	8%
Two or more races		2	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		16	42.1%	50%	19%	25%	6%
English learners		12	31.6%	50%	25%	8%	17%
Students with disabilities		2	5.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	47	47	100.0%	30%	21%	38%	6%
Male		23	48.9%	35%	22%	30%	9%
Female		24	51.1%	25%	21%	46%	4%
Black or African-American		1	2.1%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.1%	❖	❖	❖	❖
Asian		8	17.0%	❖	❖	❖	❖
Filipino		2	4.3%	❖	❖	❖	❖
Hispanic or Latino		13	27.7%	23%	38%	31%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		19	40.4%	32%	5%	42%	11%
Two or more races		2	4.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	21.3%	❖	❖	❖	❖
English learners		12	25.5%	33%	33%	33%	0%
Students with disabilities		2	4.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	47	46	97.9%	22%	33%	24%	22%
Male		23	48.9%	17%	26%	35%	22%
Female		23	48.9%	26%	39%	13%	22%
Black or African-American		1	2.1%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.1%	❖	❖	❖	❖
Asian		8	17.0%	❖	❖	❖	❖
Filipino		2	4.3%	❖	❖	❖	❖
Hispanic or Latino		13	27.7%	31%	31%	31%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		18	38.3%	11%	22%	33%	33%
Two or more races		2	4.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	21.3%	❖	❖	❖	❖
English learners		12	25.5%	42%	17%	17%	25%
Students with disabilities		2	4.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

Textbooks and Instructional Materials

The instructional-materials selection process in SBPSD, when there is adequacy of funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, with representatives from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a "Comparison Pilot," meaning that they have to use the two finalists in an actual instructional setting. They then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and "discussion" by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

The most recent public hearing to adopt a resolution at the sufficiency of instructional materials was held on October 14, 2015. The most recently adopted textbooks were from the state-approved list.

The textbook content fits within the State Board of Education-adopted curriculum frameworks. The district is in the final year of a four-year transition plan to align textbooks with Common Core State Standards.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Open Court Reading, McGraw-Hill	2003
English language arts	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2011
English learners	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2010
Mathematics	Houghton Mifflin	2006
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
El Crystal School	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	0%	

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

◇ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

Homework

Homework is a fundamental part of the learning process and helps develop basic academic and study skills, as well as promote student responsibility and self-discipline. Each teacher determines the appropriate measure of homework for his or her students based on the district homework policy. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. The current district homework policy is under review.

Parental Involvement

Parents are afforded every opportunity to become involved in the learning journey of our students. Parents volunteer in the classroom to help with tutoring and making copies. They drive on field trips, and the Parent Teacher Association (PTA) not only raises funds to bring field trips and assemblies into the school, they sponsor family-oriented activities such as a school carnival, activities for parents and grandparents, a silent auction during Open House, family evenings at various restaurants, school clean-up days, school spirit days, and Multicultural Evening.

For more information on how to become involved at the school, please contact Principal Skip Johnson at (650) 624-3150.



Special Education Program

The staff at El Crystal assists students in their social and personal development as well as academics. The district provides special attention to students who experience difficulty achieving, coping with personal and family problems, making decisions or handling peer pressure. The school provides qualified personnel to offer counseling and support services on a part-time and full-time basis. When students require additional assistance, support staff is available.

El Crystal Elementary provides additional support for students with special needs. Special-education services are tailored to the Individualized Educational Program (IEP) of each student with physical, emotional or learning disabilities.

Types of Services Funded

The district sponsors a part-time media aide, improvements to hardware and software, and an after-school club called the Mouse Squad. These students learn aspects of technology not afforded during the regular school day. We expanded this program to include LEGO robotics kits. The PTA sponsors standards-based assemblies and field trips.



"Our students are prepared to be productive, digitally literate and responsible citizens in the 21st century."



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Structural:** Structural condition, roofs
- **Electrical:** Electrical systems (interior and exterior)
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			11/5/2015
Date of the most recent completion of the inspection form			11/5/2015

School Facilities

El Crystal School was built in 1948 and provides a safe, clean environment for students, staff and volunteers. A \$30 million bond was approved to modernize the entire school district. The project included a new roof and the remodeling of all classrooms, library, cafeteria and administration office. Recent remodeling includes repaving the playground and parking lot. El Crystal School is currently composed of nine classrooms, a library, a cafeteria, a staff lounge and three playground areas. We are in the process of remodeling the library/media center to better facilitate STEM activities for small and large groups of students.

Library: The district supports a library media aide for 8.5 hours per week. All bookcases were removed from the floor and moved to the walls to accommodate open space for STEM activities.

Technology: El Crystal is a technology-rich teaching and learning environment. Each classroom has interactive teaching tools including a document camera, interactive whiteboard, teaching station, teacher laptop and Apple TV. Students have access to laptops, Chromebooks, iPods and iPads.

Condition of Facilities: The facility is in fairly good repair. A new roof and double-pane windows have been installed in the last two years. Solar panels help provide a green approach to energy savings. We have one full-time janitor. Larger projects are handled by district maintenance personnel on an as-needed basis.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	El Crystal School		
Teachers	15-16	13-14	14-15	15-16
With full credential	103	9	10	8
Without full credential	2	0	0	1
Teaching outside subject area of competence (with full credential)	4	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	El Crystal School		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
El Crystal School	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

✦ Not applicable.

« Parents are afforded every opportunity to become involved in the learning journey of our students. »»

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2014-15 School Year

Academic Counselors

FTE of academic counselors 0.00

Average number of students per academic counselor ✦

Support Staff FTE

Social/behavioral or career development counselors 0.20

Library media teacher (librarian) 0.00

Library media services staff (paraprofessional) 0.21

Psychologist 0.33

Social worker 0.00

Nurse 0.00

Speech/language/hearing specialist 0.33

Resource specialist (nonteaching) 1.00

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$4,991
Expenditures per pupil from restricted sources	\$718
Expenditures per pupil from unrestricted sources	\$4,272
Annual average teacher salary	\$64,141

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	San Bruno Park SD	Similar Sized District
Beginning teacher salary	\$38,700	\$42,723
Midrange teacher salary	\$67,513	\$65,936
Highest teacher salary	\$74,381	\$84,545
Average elementary school principal salary	\$98,817	\$106,864
Average middle school principal salary	\$102,548	\$110,494
Superintendent salary	\$129,135	\$159,133
Teacher salaries: percentage of budget	32%	40%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
El Crystal School	\$4,272	\$64,141
San Bruno Park SD	\$6,063	\$65,179
California	\$5,348	\$69,086
School and district: percentage difference	-29.5%	-1.6%
School and California: percentage difference	-20.1%	-7.2%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest/>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.