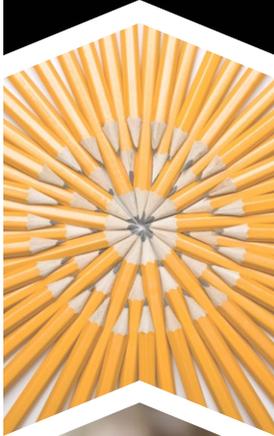# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

El Crystal Elementary School

Jeanne Elliott
Principal
jelliott@sbpsd.k12.ca.us

201 North Balboa Way
San Bruno, CA 94066

Grades: K-5
Phone: (650) 624-3150
http://sbpsd.k12.ca.us/elcrystal/index.htm

CDS Code: 41-69013-6044663

Para español, visita:
www.sbpsd.k12.ca.us

San Bruno Park SD

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

Principal's Message

El Crystal Elementary School is 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, collaboration and communication skills and creativity. Students will be prepared to be productive, digitally literate, confident and responsible citizens in the 21st century and beyond.

School Mission Statement

Students gain exposure to STEM (science, technology, engineering and mathematics)-rich integrated lessons leveraging Next Generation Science Standards (NGSS), and Common Core State Standards. As students journey through K-5, they experience the world around them as a set of STEM environments, e.g., investigating phenomena, creating models and predicting workings as outlined in NGSS. Increasingly, classrooms are blended learning environments, providing students agency in their own learning; researching authentic, student-centered questions; and innovating solutions with STEM literacy, which has real-world applications and solutions that yield creative, confident, well-read, and responsible learners.

School Motto

"I pledge to myself, my family, my school and my country to be the best person I can be, to learn all I can learn and to treat others the way I want them to treat me."

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 2016.

The San Mateo County Office of Education's Big Five safety plan guides site procedures. Additionally, the San Bruno Police Department reviews the school safety plan with staff to address concerns. Drills are held on a regular basis; fire drills are held monthly, earthquake drills are held bimonthly, and intruder and lockdown drills are conducted quarterly. Once a year a full disaster drill is conducted in partnership with the San Bruno police and fire departments. 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, 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. This year, staff attended Capturing Kids Hearts. This program provides a framework for developing a contract with students and having all students agree on it.

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

Types of Services Funded

The district and the enrichment foundation sponsor a part-time media aide, improvements to hardware and software, and an after-school class in coding. In the 2016-17 school year, we anticipate integrating coding lessons within the school day.

The PTA supports a variety of enrichment opportunities, including music classes once a week for all students. Field trips are underwritten by the PTA and assemblies are supported by the PTA.

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.

Proud Schools in a Proud Community

District Mission Statement

San Bruno Park School District (SBPSD) 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.

Enrollment by Grade

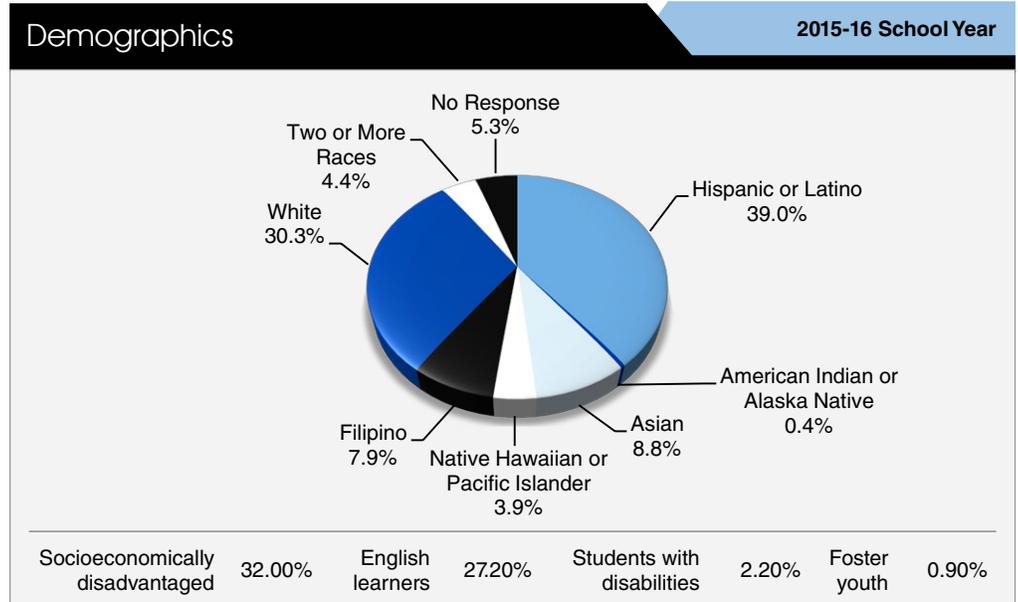The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

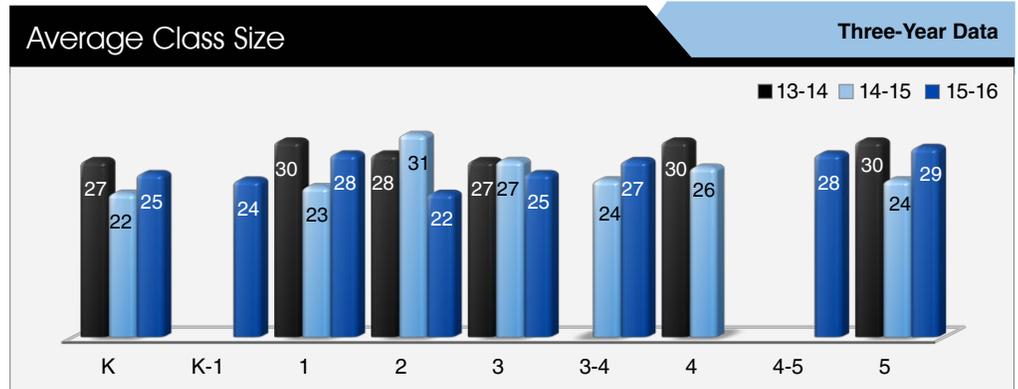| Grade	Students
K	34
1	42
2	44
3	32
4	36
5	40
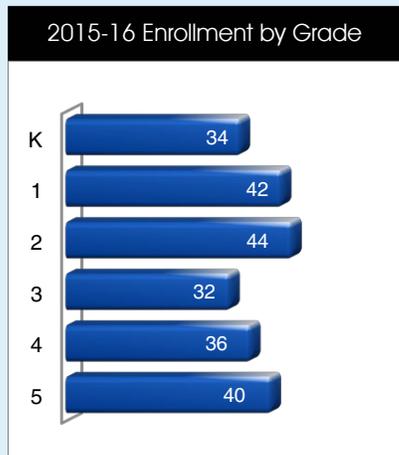
Enrollment by Student Group

The total enrollment at the school was 228 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — **2015-16 School Year**

- No Response 5.3%
- Two or More Races 4.4%
- White 30.3%
- Hispanic or Latino 39.0%
- American Indian or Alaska Native 0.4%
- Asian 8.8%
- Native Hawaiian or Pacific Islander 3.9%
- Filipino 7.9%

Socioeconomically disadvantaged	32.00%	English learners	27.20%	Students with disabilities	2.20%
Foster youth	0.90%				

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — **Three-Year Data**

Legend: 13-14, 14-15, 15-16

Grade	13-14	14-15	15-16
K	27	22	25
K-1		24	23
1	30	28	28
2	31	22	27
3	27	25	24
3-4		27	30
4	26	28	30
4-5		24	29
5			

Number of Classrooms by Size — **Three-Year Data**

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			1	
K-1								1	
1		1			2			1	
2		1 ½			1			2	
3		½			1			1	
3-4					1			1	
4		1 ½			1				
4-5								1	
5		½			2			1	

Principal's Podium

Students focus on STEM topics and are asked to focus on investigation, innovation and design thinking. The staff supports creative thinking and collaboration in classrooms, which prepare students for the ever-evolving technology and disruptive innovation of the world. Students in the STEM program are introduced to the world as it is and invited to join the conversation: "What do we want it to become?" "What is the best way to protect our planet and serve fellow humans?" "How can we steer innovation so that it will be leveraged to protect people and to advance their lives?"

As the principal, I view these questions as central to the STEM program, and students K-5 willingly grapple them with a depth of understanding and knowledge that they can be a part of shaping their future world. Leading this focus is the best work in the world!

Measures for Improvement

2016-17 Goals: School goals follow four district goals.

Goal 1

Ensure a positive learning environment for all students with properly certificated teachers and staff, sufficient materials, and appropriate facilities to support high-quality teaching and student learning.

Provide community of learners through professional learning communities in lesson design, differentiation, STEM development and designer minds. Teachers and classified staff will be able to support learners because of o the job training, access to classes and professional development, and interaction with peer and district colleagues.

Goal 2

Ensure all students develop college and career-ready knowledge and skills through full implementation of Common Core State Standards.

School Goal 2

The school focuses on standards, mapping, assessment and differentiation to meet the needs of students along the continuum of learning.

- Transition the breadth and scope of instruction to the rigor of the Common Core State Standards.
- Students at all levels will be taught the rigor involved of Common Core State Standards and the Next Generation Science Standards. This goal connects with our district's LCAP goals. As a STEM magnet school, this goal is deepened by engaging students in integrated activities involving science, technology, engineering and mathematics. We are supported in this endeavor through partnerships with business, local agencies and the San Mateo County Office of Education.

School Goal 3

Ensure that all students are actively engaged and supported through a safe, culturally responsive and rigorous learning environment.

- In order to ensure student academic success and engagement, social-emotional needs must be met, including safety and a bully/harassment-free school climate. By May 2017, 90 percent of El Crystal students will feel safe, engaged and ready to learn.

School Goal 4

Engagement: Empower all parents (including those speaking a primary language other than English) to be actively engaged in their student's education and decision-making processes by providing timely information and educational opportunities to support and expand their role.

- Strengthen the level of family outreach, engagement, and involvement through a variety of options, activities, and initiatives.
- El Crystal will conduct multiple activities to generate parent involvement and capacity building with respect to support students academically and especially in STEM.

2015-16 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.

2014-15 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.

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, and ultimately the measure of success is students' well being and academic preparation.

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 Cross-cultural 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.

Parental Involvement

Parents are afforded every opportunity to become involved in the learning journey of our students. This year, Parent Institute Quality Education (PIQE) offers nine sequential classes to deepen parent understanding about the policies that impact students' education.

These evenings are complemented with regular parent coffees to educate parents about NGSS, CCSS Next Generation Science Standards (NGSS), Common Core State Standards, student discipline policies, and the overall context of the school.

Parents volunteer in the classroom to help with tutoring and making copies. They drive on field trips, and the Parent Teacher Association (PTA) sponsors music class, field trips, and 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 cleanup days, school spirit days, and Multicultural Evening.

For more information on how to become involved at the school, please contact Dawn Fanara, PTA president, at dkelsey_94@yahoo.com, or Elizabeth Carner, parent liaison, at ecarner@sbpsd. k12.ca.us.

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.

Suspension and Expulsion Rates

El Crystal ES			
	13-14	14-15	15-16
Suspension rates	0.0%	0.2%	3.1%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	13-14	14-15	15-16
Suspension rates	1.3%	0.3%	2.8%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Professional Development

The school site provides time and resources for collaboration, planning and professional development (PD) 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.

This year, the focus of professional development is multipronged. In response to teachers' request, the San Mateo County Office is offering several sessions to support English Learners (EL) and to increase teachers' acumen in teaching the literary shifts of the Common Core. More specifically, the county office will lead an inquiry into the empathy required to teach EL, share recent research and provide specific strategies to teachers to advance the EL student. Teachers can expand their work in reader and writer workshops, and especially how these efforts dovetail neatly with EL and NGSS standards alongside the adoption of Wonders, the English language arts (ELA) text.

Another prong of PD addresses curricular development of NGSS. To advance this, teachers are developing their units with the guidance of the science coordinator from the county office and especially having the opportunity to both learn more science and to learn how to teach NGSS.

Several sessions of both EL/ELA and NGSS will be offered to provide ongoing PD to the teaching staff. Embedded in the discussion is how to develop argumentation skills of students.

Finally, as a continuation of Conflict Resolution PD, the PTA/Local Control and Accountability Plan (LCAP) counselor will work 1:1 with teachers to demonstrate more effective strategies to teach conflict resolution.

Professional Development Days			Three-Year Data
	2014-15	2015-16	2016-17
El Crystal ES	3 days	3 days	3 days

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.

The inclusion of those tools alongside the design-thinking approach of staff members provides students with important skills in collaboration, empathy and communication. Students are also encouraged to design solutions to real-world problems.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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		2016-17 School Year
	El Crystal ES	**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 schools currently in Program Improvement		3
Percentage of schools currently in Program Improvement		100.00%

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

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	
2015-16 School Year	
Grade 5	
Four of six standards	28.2%
Five of six standards	15.4%
Six of six standards	5.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced									Three-Year Data
	El Crystal ES			San Bruno Park SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	70%	65%	57%	62%	61%	54%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	39	35	89.74%	57.14%
Male	21	20	95.24%	60.00%
Female	18	15	83.33%	53.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	55.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	10	83.33%	60.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	15	88.24%	26.67%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	El Crystal ES		San Bruno Park SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	49%	57%	44%	46%	44%	48%
Mathematics	52%	40%	40%	41%	33%	36%

❖ 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.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year	
English Language Arts: Grade 3				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	34	31	91.20%	53.30%
Male	20	18	90.00%	41.20%
Female	14	13	92.90%	69.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 3				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	34	32	94.10%	58.10%
Male	20	19	95.00%	61.10%
Female	14	13	92.90%	53.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	39	38	97.40%	52.80%
Male	19	18	94.70%	43.80%
Female	20	20	100.00%	60.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	15	93.80%	35.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	16	94.10%	40.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	39	39	100.00%	42.10%
Male	19	19	100.00%	52.60%
Female	20	20	100.00%	31.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	18.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	29.40%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year	
English Language Arts: Grade 5				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	39	36	92.30%	63.90%
Male	21	21	100.00%	66.70%
Female	18	15	83.30%	60.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	60.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	10	83.30%	60.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	15	88.20%	46.70%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 5				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	39	37	94.90%	21.60%
Male	21	21	100.00%	28.60%
Female	18	16	88.90%	12.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	10	83.30%	20.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	16	94.10%	6.30%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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 12, 2016. 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		2016-17 School Year
Subject	**Textbook**	**Adopted**
English language arts	Wonders, McGraw-Hill	2016
English learners	Wonders, McGraw-Hill	2016
Mathematics	Eureka, Great Minds	2015
Science	*California Science*, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

Quality of Textbooks

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

Quality of Textbooks	2016-17 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

Homework

Homework is provided to extend learning and provide students the opportunity to practice or expand the day's lesson. 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.

Special Programs and Staff

The district psychologist and counselor support a narrow band of students, as their time is limited at the site. Typically, their respective effort is in response to IEP social-emotional goals. In addition. LCAP s and PTA funds a 0.33 full-time equivalent (FTE) counselor to work with all students in order to teach conflict resolution, creative consciousness and assertiveness. The counselor's service bridges conflict resolution and the restorative-justice approach of the principal and staff.

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

Extracurricular activities for our students include coding and being a cafeteria helper, flag monitor and cross-age buddy. 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.

Elected students serve on the Student Council and meet weekly to discuss the suggestions and recommendations of their peers learning representative government. A separate group of students are elected to serve as conflict managers. These students are trained by the counselor and principal to help peers solve low-level conflicts.

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	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	10/12/2016

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 Education Program (IEP) of each student with physical, emotional or learning disabilities.

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-served 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.

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 currently consists of nine classrooms, a library, cafeteria, staff lounge and three playground areas.

Library: The district supports a library media aide for eight-and-a-half 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.

School Facility Items Inspected

The tables show 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)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **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.

School Facility Good Repair Status			2016-17 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Fair
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/27/2016
Date of the most recent completion of the inspection form			10/27/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	Room B vent collar needs to be replaced.	Replaced November 2016.
Interior	Room 8 ceiling looks wet.	Roofing company checked end of 2016.
Cleanliness	Dirt behind classroom needs to be removed.	Area tamped down and excess removed end of 2016.
Safety	Storage blocking main electrical and water heater access.	Office was informed November 2016.
Structural	Room A, hole in wall; standing water on flat roofs Room 8 possible roof leak	Repairs made November 2016.
External	Fibar/tan bark pit in K yard low.	Jet Mulch delivered materials October 2016.

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 ES**		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	116	10	8	11
Without a full credential	0	0	1	0
Teaching outside subject area of competence (with full credential)	0	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	El Crystal ES		
Teachers	**14-15**	**15-16**	**16-17**
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

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

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
El Crystal ES	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%

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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.33
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.21
Psychologist	0.10
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	2.50

✧ Not applicable.

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	
2014-15 Fiscal Year	
Total expenditures per pupil	$5,979
Expenditures per pupil from restricted sources	$959
Expenditures per pupil from unrestricted sources	$5,020
Annual average teacher salary	$61,594

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.

Financial Data

The financial data displayed in this SARC is from the 2014-15 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	2014-15 Fiscal Year	
	San Bruno Park SD	**Similar Sized District**
Beginning teacher salary	$39,338	$44,507
Midrange teacher salary	$68,597	$68,910
Highest teacher salary	$79,200	$88,330
Average elementary school principal salary	$103,346	$111,481
Average middle school principal salary	$107,511	$115,435
Superintendent salary	$135,634	$169,821
Teacher salaries: percentage of budget	32%	39%
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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
El Crystal ES	$5,020	$61,594
San Bruno Park SD	$6,607	$61,508
California	$5,677	$71,610
School and district: percentage difference	-24.0%	+0.1%
School and California: percentage difference	-11.6%	-14.0%