

# Graystone Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

### 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.



### Ms. Amy Shumway, Principal

Principal, Graystone Elementary

#### About Our School

Graystone is a wonderful school with a dedicated staff, supportive families and amazing students. Our teachers are continuously collaborating with each other and improving their own craft through professional development opportunities in order to provide the finest 21st century learning for our students. We also have a wonderful support staff that runs our office, health office, supports technology and keeps our school clean.

Graystone's Home and School Club supports our students and families in a variety of ways. The HSC fundraises to support programs such as Schmal Science, Community School for Music and Arts, Rhythm and Moves, Recess 101, Almaden Art, Art Vistas and Mindfulness for our students. Additionally, Home and School Club supports our classrooms by providing funding for classroom materials and grade level materials for our students. Home and school club also, organizes a variety of community events for our Graystone families. Make sure to check out events such as Pumpkin Bust, the family picnic, the family dance, Walk-a-thon and Heritage Day this year.

To learn more about our Home and School Club visit the Graystone HSC website at <http://www.graystonehsc.org/>.

At Graystone, we are Graystone Great! This means we are Considerate, Responsible and Safe in the classroom and in all areas of the school. We use the PBIS, positive behavior intervention system that focuses on positive reinforcement for students following the school expectations.

We look forward to working with you and your family as your child prepares for middle school.

#### Contact

*Graystone Elementary  
6982 Shearwater Dr.  
San Jose, CA 95120-2123*

*Phone: 408-535-6317  
E-mail: [ashumway@sjusd.org](mailto:ashumway@sjusd.org)*

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6090
<b>Superintendent</b>	Nancy Albarrán
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Graystone Elementary
<b>Street</b>	6982 Shearwater Dr.
<b>City, State, Zip</b>	San Jose, Ca, 95120-2123
<b>Phone Number</b>	408-535-6317
<b>Principal</b>	Ms. Amy Shumway, Principal
<b>E-mail Address</b>	<a href="mailto:ashumway@sjusd.org">ashumway@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org/graystone/">www.sjusd.org/graystone/</a>
<b>County-District-School (CDS) Code</b>	43696666093082

*Last updated: 1/3/2018*

## School Description and Mission Statement (School Year 2017-18)

Our vision  
Preparing today's students to be the thinkers, leaders, and creators of tomorrow.

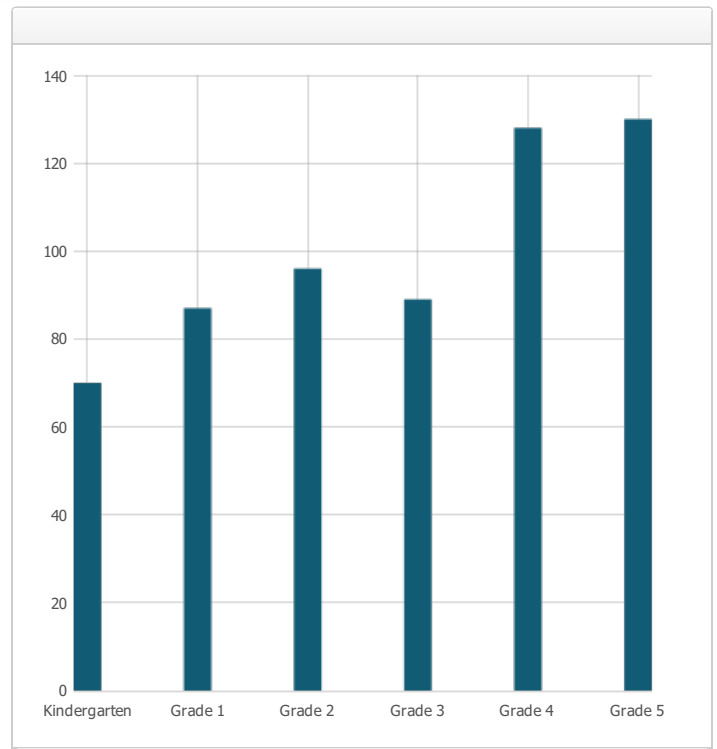
Our mission  
Uniting as one community, we elevate opportunities for all.

Graystone is an elementary school located in the southern part of San Jose, Almaden. We have a diverse group of 600 hundred students grades K-5. While we focus on high academic rigor we also strive to educate the whole child. With support from our home and school club we are able to offer, music, science lab, art, recess 101, and mindfulness for our students. We have leadership opportunities for our students with student council, recess leader and safety patrol positions.

*Last updated: 12/22/2017*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	70
Grade 1	87
Grade 2	96
Grade 3	89
Grade 4	128
Grade 5	130
<b>Total Enrollment</b>	<b>600</b>



Last updated: 12/22/2017

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.8 %
Asian	45.6 %
Filipino	2.3 %
Hispanic or Latino	11.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	30.9 %
Two or More Races	8.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.1 %
English Learners	6.8 %
Students with Disabilities	11.1 %
Foster Youth	0.0 %

Last updated: 1/5/2018

## A. Conditions of Learning

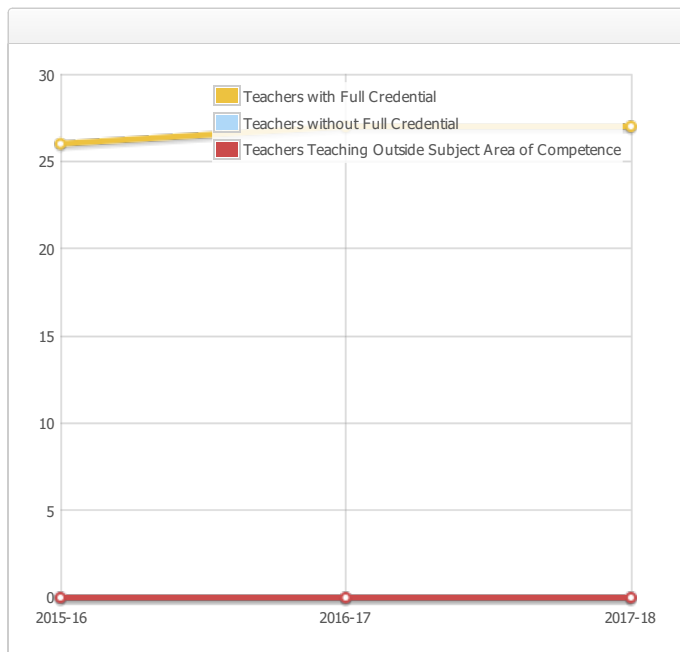
### State Priority: Basic

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

#### Teacher Credentials

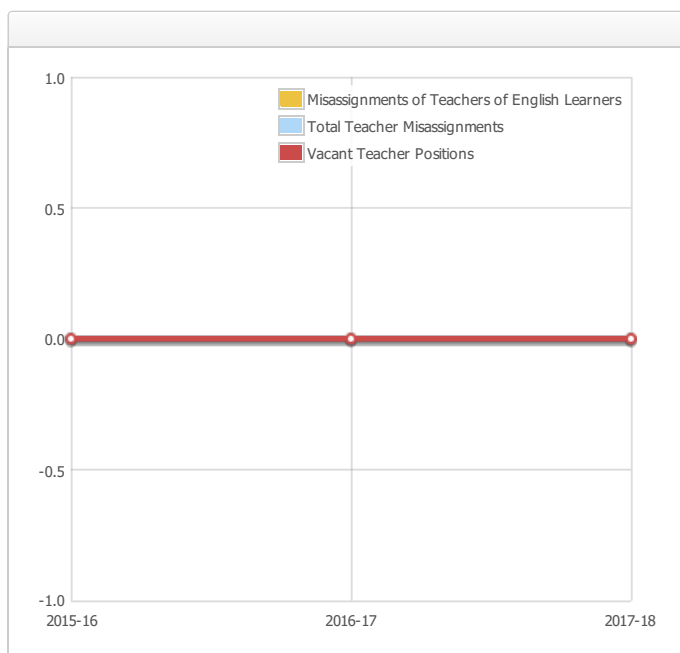
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	27	27	1427
Without Full Credential	0	0	0	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11



Last updated: 1/25/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/25/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<a href="#">Elementary Core Curriculum</a>	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/16/2018*

## School Facility Conditions and Planned Improvements

### Staff members at

Graystone School work hard to provide a safe, clean and positive environment for learning. We are very proactive in keeping our campus clean and free of trash. Students have developed a pride in their school that helps to minimize vandalism. Part of our Graystone Great PBIS expectations are for students to be responsible by ensuring all trash is cleaned up at lunch and on the playground.

Our Graystone custodian and the night cleaning crew do an excellent job of keeping our classrooms, bathrooms, cafeteria, and kitchen and office areas clean and neat. District groundskeepers are on site weekly to keep the grounds in good condition. The SJUSD maintenance department is always keeping up on repairs that are needed to keep the students safe and our facilities looking good.

Graystone was renovated during the summer of 2002. At that time, new roofs as well as air conditioning and heating systems were installed. Also, all buildings were painted inside and out. The outside of the building was repainted during the summer of 2009, giving the school a fresh new look. Student restrooms were renovated during the summer of 2006 and cafeteria renovation was completed in the summer of 2007. In the summer of 2008, full walls were erected in all of the pod classrooms in the main building. This helped to cut down on the noise inside the building to limit distractions for students.

Measure H has provided our site with additional security, cameras and new locks. We have also used these funds to update the technology in our classrooms, adding interactive whiteboards that are installed on the wall. Additionally measure H funded solar pannels that now provide shade and lower cost electricity for our school. These funds also were used to update the areas around our playgrounds adding turf to improve student safety.

*Last updated: 1/11/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Exemplary
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*Last updated: 1/5/2018*

## 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, which 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); and
- 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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	87%	85%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	83%	84%	42%	42%	36%	37%

Note: Percentages are not calculated 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.

*Last updated: 1/5/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	379	369	97.36%	85.09%
Male	215	210	97.67%	82.86%
Female	164	159	96.95%	88.05%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	176	176	100.00%	92.61%
Filipino	--	--	--	
Hispanic or Latino	41	38	92.68%	65.79%
Native Hawaiian or Pacific Islander				
White	112	109	97.32%	81.65%
Two or More Races	37	36	97.30%	86.11%
Socioeconomically Disadvantaged	31	26	83.87%	53.85%
English Learners	76	75	98.68%	78.67%
Students with Disabilities	54	47	87.04%	51.06%
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/5/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	379	369	97.36%	84.28%
Male	215	210	97.67%	85.24%
Female	164	159	96.95%	83.02%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	176	176	100.00%	93.75%
Filipino	--	--	--	
Hispanic or Latino	41	38	92.68%	60.53%
Native Hawaiian or Pacific Islander				
White	112	109	97.32%	81.65%
Two or More Races	37	36	97.30%	77.78%
Socioeconomically Disadvantaged	31	26	83.87%	53.85%
English Learners	76	75	98.68%	78.67%
Students with Disabilities	54	47	87.04%	44.68%
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/5/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	91.0%	89.0%	57.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/5/2018*

**Career Technical Education Programs (School Year 2016-17)**

N/A
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*Last updated: 12/18/2017*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/18/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	20.7%	26.7%	32.6%

Note: Percentages are not calculated 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.

Last updated: 1/5/2018

## 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 for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

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#### Home and School Club

<http://www.graystonehsc.org/>

Our home and school club organizes fundraising and community building events for our community.

#### School Site Council

[ashumway@sjusd.org](mailto:ashumway@sjusd.org)

School Site Council meets with the principal to review and approve spending of supplemental funds and provide ideas and feedback.

#### SELAC

[ashumway@sjusd.org](mailto:ashumway@sjusd.org)

SELAC meets to review and inform decisions around English Learner Progress.

#### Parent Coffees

<http://www.sjusd.org/graystone/>

Check the calendar for principal's coffees. This is an opportunity to learn more about the school and programs and ask questions or provide feedback.

If you would like more information, please contact Graystone @ 408-535-6317

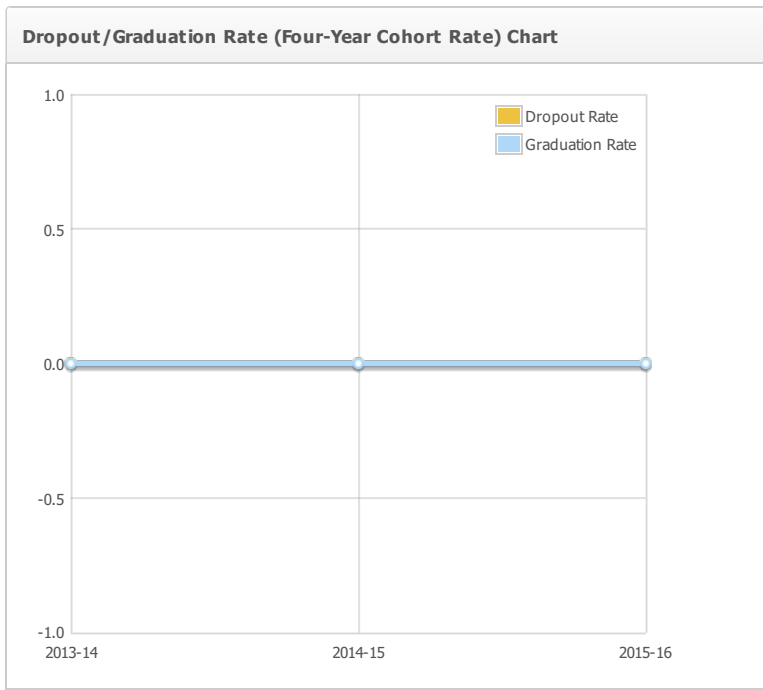
# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/8/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	88.4%	87.1%
Black or African American	--	85.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	97.9%	94.4%
Filipino	--	90.6%	93.8%
Hispanic or Latino	--	83.4%	84.6%
Native Hawaiian or Pacific Islander	--	92.3%	86.6%
White	--	93.8%	91.0%
Two or More Races	--	91.3%	90.6%
Socioeconomically Disadvantaged	--	90.5%	85.5%
English Learners	--	52.6%	55.4%
Students with Disabilities	--	57.1%	63.9%
Foster Youth	--	--	--

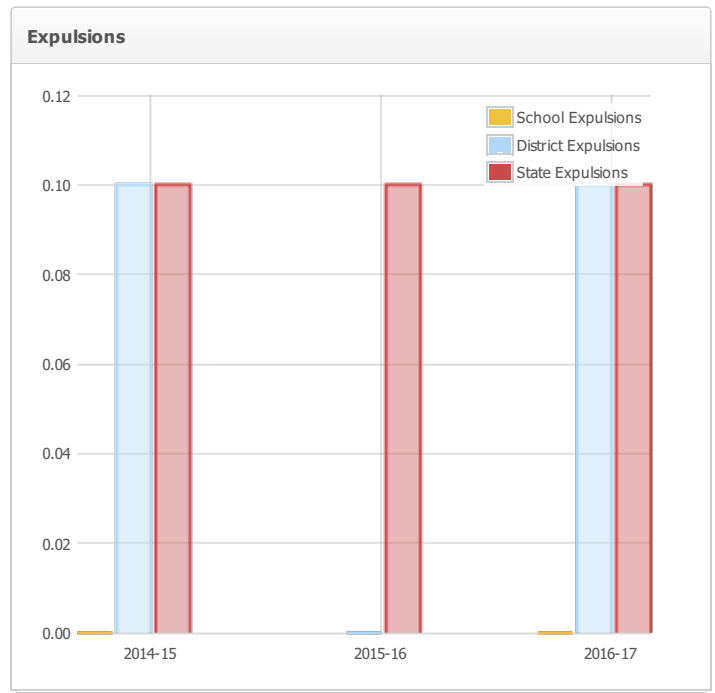
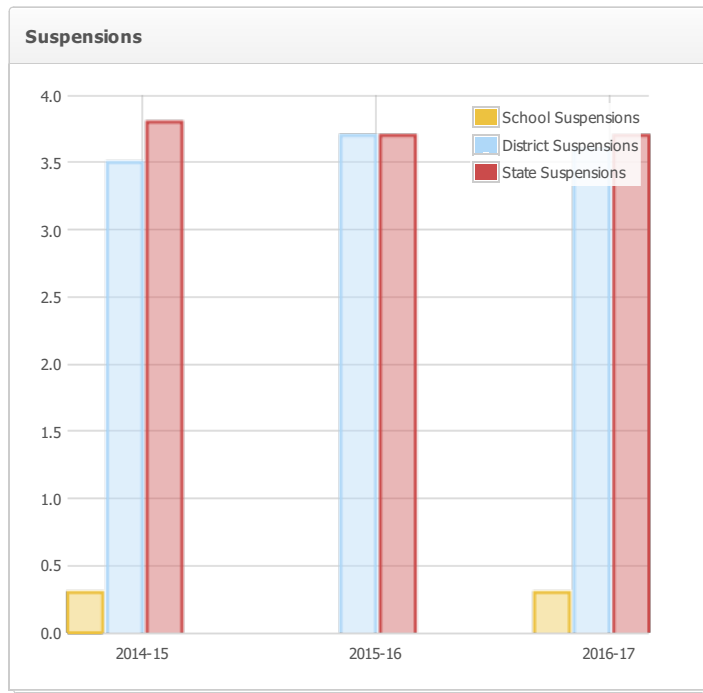
# State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3%	--	0.3%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	--	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

Student safety is a top priority. Each year we update our school safety plan and train staff on how to use the plan in the event of an emergency. Throughout the year we have drills to practice with the staff and students around multiple scenarios addressed in the plan.

Last updated: 1/8/2018



## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

*Last updated: 1/26/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.0	0	3	0	25.0	0	3	0	29.0	0	2	0
1	30.0	0	2	0	25.0	0	3	0	28.0	0	3	0
2	30.0	0	4	0	26.0	0	4	0	26.0	0	3	0
3	30.0	0	4	0	24.0	1	4	0	29.0	0	4	0
4	31.0	0	4	0	30.0	0	4	0	32.0	0	4	0
5	28.0	1	5	0	25.0	1	6	0	27.0	1	4	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	11.0	2	0	0	0.0	0	0	0	6.0	2	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/26/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* 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.

Last updated: 1/26/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.1	N/A

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

\*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.

Last updated: 1/26/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10186.3	\$3070.3	\$7116.1	\$76349.6
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	-11.9%	4.9%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	7.9%	-3.7%

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

Last updated: 1/10/2018

**Types of Services Funded (Fiscal Year 2016-17)**

Before and After Interventions

Teacher Planning Days

Yard Duty

Technology Specialist

Classroom and Office Supplies

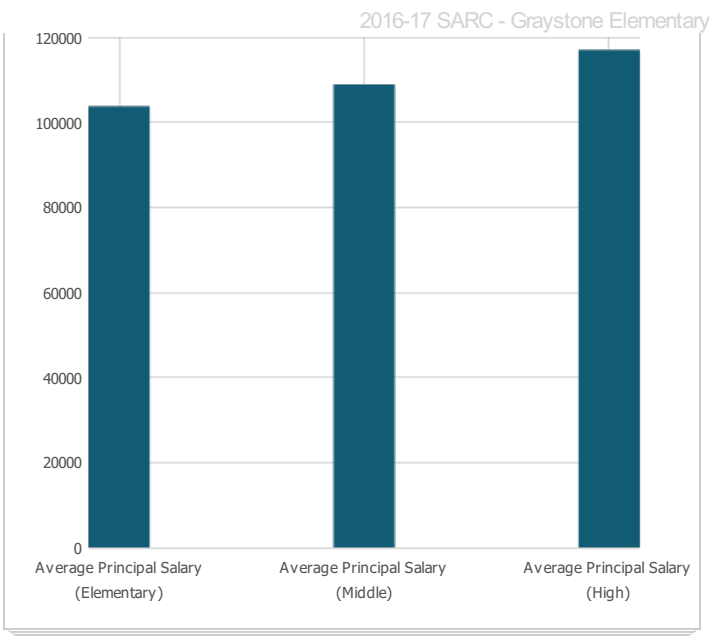
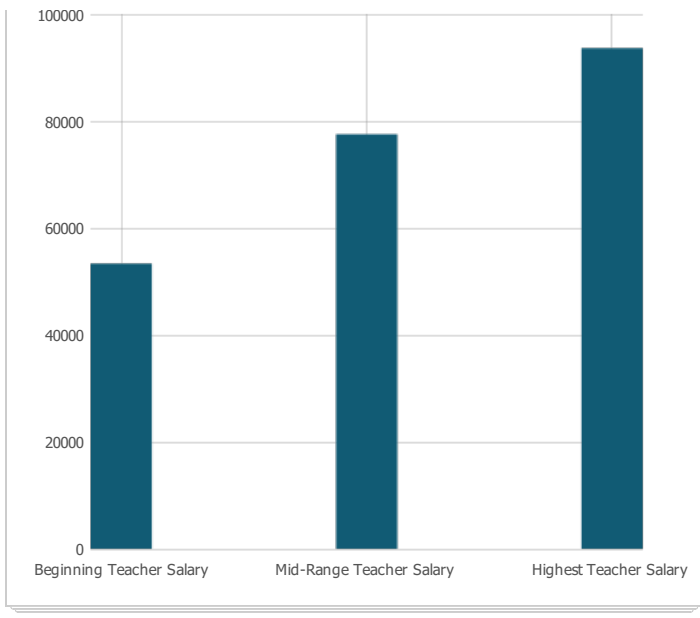
PBIS

*Last updated: 1/10/2018***Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart****Principal Salary Chart**



*Last updated: 1/8/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/8/2018*

**Professional Development**

In order to elevate opportunities for students at Graystone, we have primarily focused on collaborative structures for our students. During these collaborative structures students have opportunities to deepen their understanding of topics and stretch their thinking. We strongly believe that if we provide the students the tools to think, talk, listen and question during collaboration, that their overall understanding and production will increase.

*Last updated: 1/8/2018*