

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

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | | School Contact Information (School Year 2017-18) | |
|--|--|--|--|
| District Name | San Jose Unified | School Name | Graystone Elementary |
| Phone Number | (408) 535-6090 | Street | 6982 Shearwater Dr. |
| Superintendent | Nancy Albarrán | City, State, Zip | San Jose, Ca, 95120-2123 |
| E-mail Address | nalbarran@sjusd.org | Phone Number | 408-535-6317 |
| Web Site | http://www.sjusd.org | Principal | Ms. Amy Shumway, Principal |
| | | E-mail Address | ashumway@sjusd.org |
| | | Web Site | www.sjusd.org/graystone/ |
| | | County-District-School (CDS) Code | 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.

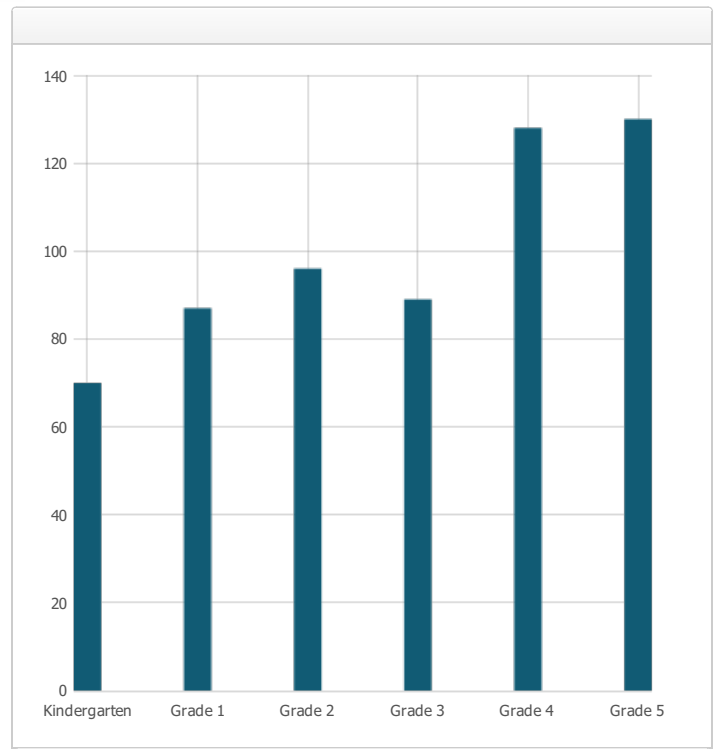
Our mission
Uniting as one community, we elevate opportunities for all.

Graystone is an elementary school located in the southern part of San Jose, Almaden. We have a diverse group of 600 hundreded 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 |
| Total Enrollment | 600 |



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

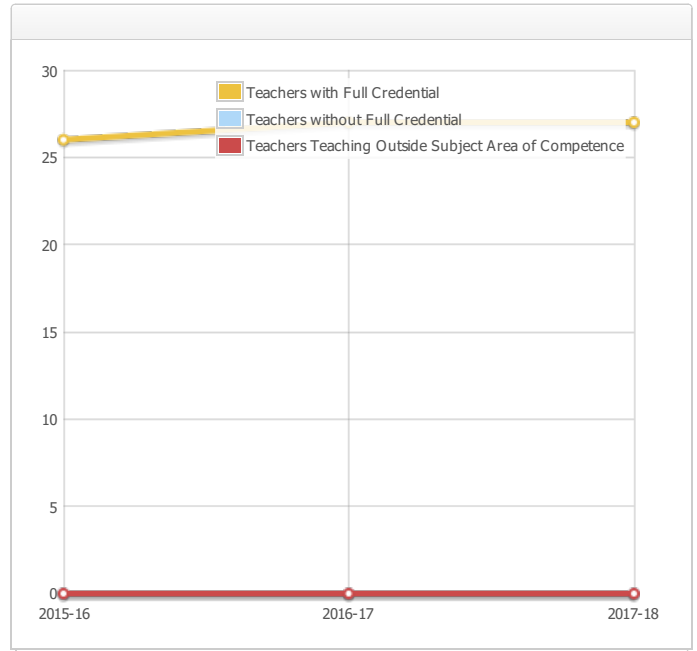
State Priority: Basic

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

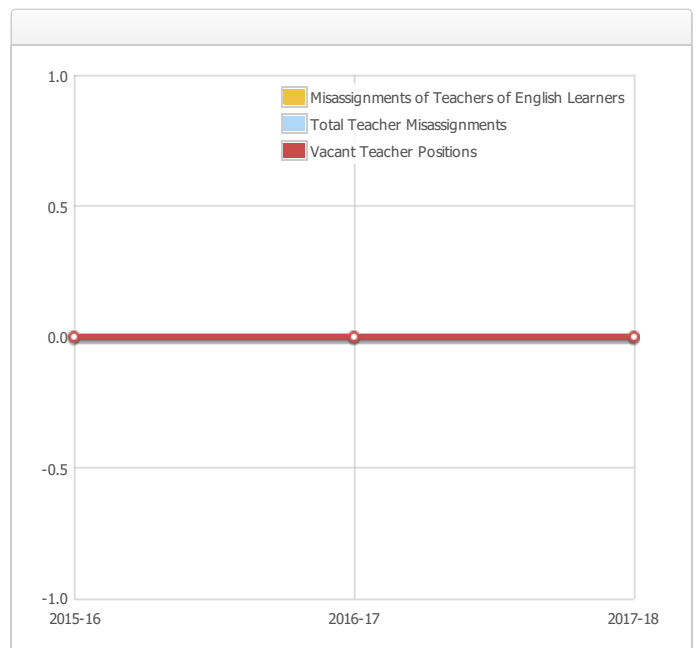
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 26 | 27 | 27 | 1427 |
| Without Full Credential | 0 | 0 | 0 | 34 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0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

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | Elementary Core Curriculum | 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 Eqpmt (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 |
|----------------|-----------|

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)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| 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)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| 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 |
|-----|

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)

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

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

SELAC

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

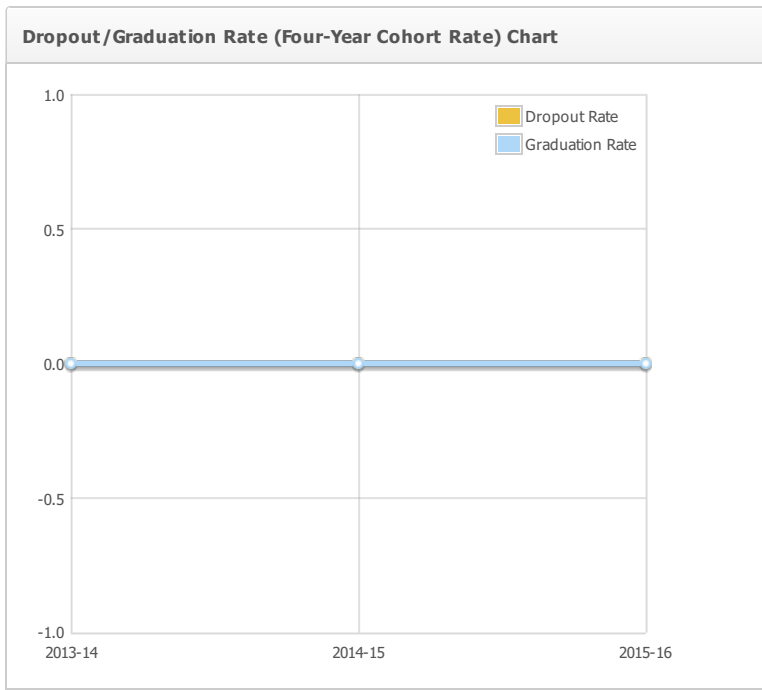
State Priority: Pupil Engagement

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)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| 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 | -- | -- | -- |

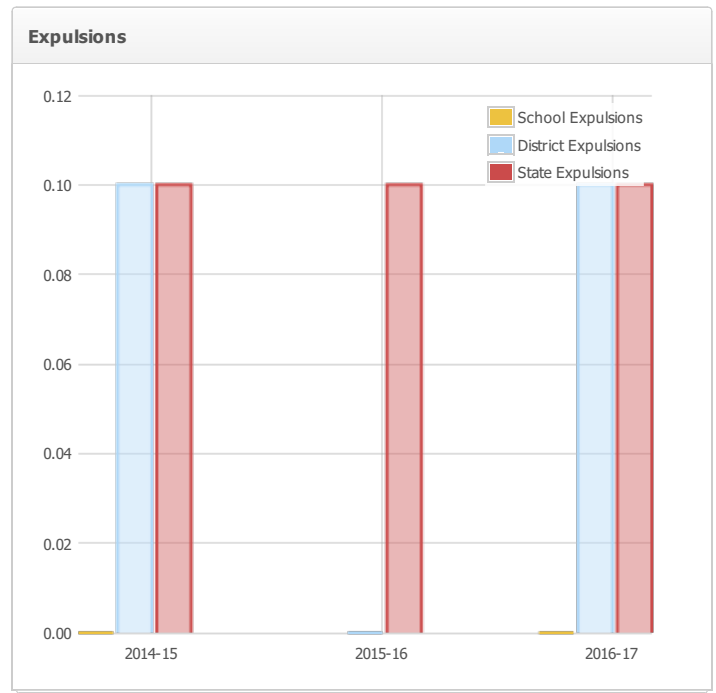
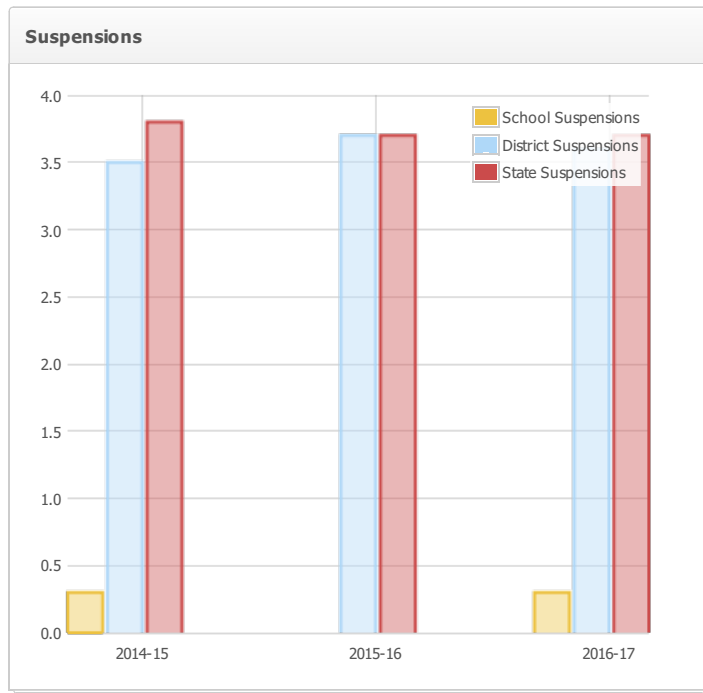
State Priority: School Climate

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+ |
| 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

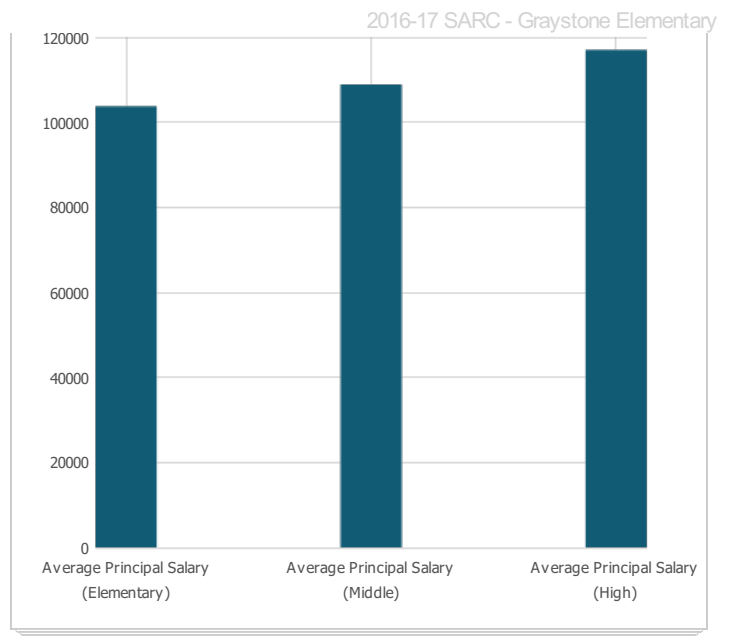
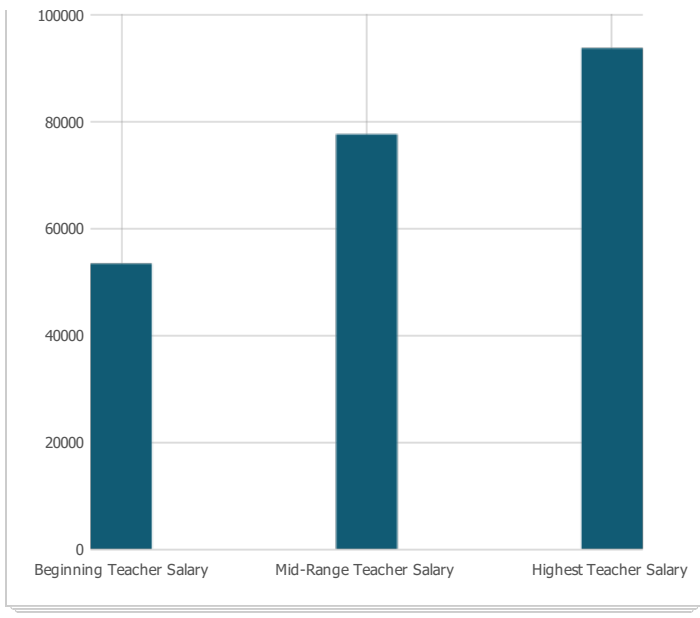
PBIS

*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