

## School Accountability Report Card

Reporting for school year 2010-2011  
Published in 2011-2012

San José Unified School District

# Graystone Elementary

6982 Shearwater Drive Phone: (408) 535-6317  
San José, CA 95120 Fax: (408) 323-1034

## Grades K-5



Principal

Priscilla Spencer  
Priscilla\_Spencer@sjusd.org



1991-1992  
2000-2001



## San José Unified School District

855 Lenzen Avenue  
San José, CA 95126  
(408) 535-6000

### Superintendent

Vincent Matthews, Ed. D.

### Assistant Superintendents

Jason D. Willis  
Chris D. Funk

### Board of Education

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This school is in Trustee Area 5

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Graystone Elementary	<b>District Name</b>	San Jose Unified
<b>Street</b>	6982 Shearwater Dr.	<b>Phone Number</b>	(408) 535-6000
<b>City, State, Zip</b>	San Jose, CA, 95120-2123	<b>Web Site</b>	www.sjUSD.org
<b>Phone Number</b>	(408) 535-6317	<b>Superintendent</b>	Vincent Matthews
<b>Principal</b>	Priscilla Spencer, Principal	<b>E-mail Address</b>	vincent_matthews@sjUSD.org
<b>E-mail Address</b>	priscilla_spencer@sjUSD.org	<b>CDS Code</b>	43696666093082

### School Description and Mission Statement (School Year 2010–11)

#### Principal's Comments

#### **MISSION**

Graystone Elementary School is a place that provides:

\*A challenging, standards-based curriculum that accommodates the learning styles and the needs of all students to provide them with the knowledge and skills required to achieve academic excellence and the ability to become productive, responsible citizens of the 21<sup>st</sup> Century.

\*An environment that is safe, comfortable, nurturing and positive.

\*An appreciation and sharing of cultural awareness and ethnic diversity.

\*A faculty that is supportive, cooperative and open to new ideas and change.

\*An opportunity for parents, teachers and community to work together for the well being of all students.

#### **VISION**

The vision of Graystone coincides with that of the district during the 2010-11 school year. It states, "Every student will meet or exceed state and district academic and life long learning standards." The staff at Graystone Elementary School strives to make that a reality and to establish an atmosphere that will support and encourage each student's academic, personal and social growth.

During the 2011-12 school year, Graystone will review and rewrite our mission and vision statements to align them more closely with the newly adopted San Jose Unified School District Mission and Vision statements which are:

Vision Statement: "All San Jose Unified School District students are inspired and prepared to succeed in a global society."

Mission Statement: "San Jose Unified School District's mission is to eliminate the opportunity gap and provide every student with the finest 21st century education."

Graystone Elementary School is a K-5 school in the San Jose Unified School District. The current enrollment is 772 students. Our population includes approximately 46% Caucasian students, 43% Asian students, 8% Hispanic students and 3% students of other ethnicities. During the 2010-11 school year, 7% of our students received free or reduced lunch and 9% of our students were identified as students with disabilities.

Located in the lovely Almaden Valley area of San Jose, the campus is a beautiful place for children to learn. Improvements to the campus over the past few years including repainting all of the buildings, installing a new sod play field and the addition of new planters and benches have contributed to the appealing outward appearance of the school.

Parent participation and community support are high at Graystone. Daily, parents can be found on campus teaching our Art Vistas program, assisting students to locate books in our library, helping in classrooms, providing hands-on learning opportunities in our science lab, reading a "Project Cornerstone/Roots and Wings" book to children, overseeing students working on computers and facilitating playground games.

Funds collected by our generous Home and School Club help to provide technology support, assemblies, library support, science lab assistants, visits from authors, our music program and playground equipment among many other things that help to enrich our students' experiences at school.

A dedicated and talented staff works tirelessly to provide appropriate instruction for all students. Twenty-six regular education teachers serve groups of 30 students in Kindergarten to third grade and 31 children in fourth and fifth grades. Two Special Day class teachers provide a mild to moderate Special Education program for students in Kindergarten through fifth grade. Our resource specialist teacher, an instructional associate, speech and language pathologist, reading specialists and English Language Learner tutor provide individualized programs to assist students in regular education classes with special needs. Our office staff, enrollment clerk, school nurse, health office aide and custodian provide invaluable services to

our students every day to ensure that our school runs smoothly.

Our children are provided with an enriched curriculum to address the needs of students who are on grade level as well as students who require additional help and those that are advanced learners. Assemblies and field trips enhance and enrich the basic curriculum. Our computer lab, art, science lab, music and reading enrichment programs allow for powerful experiential hands-on learning at Graystone.

**Principal’s Experience**

Principal Priscilla Spencer has been at Graystone for two years. Mrs. Spencer began her career in education as a teacher and director of a parent participation preschool for seven years. Before coming to the San Jose Unified School District, she also worked as a K/1 teacher for seven years, spent one year as a curriculum specialist at the district office and was the principal of a high performing elementary school for four years. Mrs. Spencer brings this experience as well as a high level of dedication to her job at Graystone and is thrilled to be the leader of the skilled professional Graystone team.

**Major Achievements**

- \*Graystone’s Academic Performance Index for the 2010-11 California Standards Tests is well above the state target at 951.
- \*Graystone met or exceeded the Adequate Yearly Progress targets in ELA & Math in all significant subgroups in 2010-11.
- \*Graystone exceeded the Title III Annual Measurable Achievement Objective I (AMAO I) for six consecutive years (2006-2011).
- \*Graystone exceeded the 10.2% District English Language Learner Reclassification target for 2010-11.
- \*Leadership Training was provided in for thirty 4th and 5<sup>th</sup> grade students through Project Cornerstone. These students play an important role in our school organizing charity drives and planning special events.

**Opportunities for Parental Involvement (School Year 2010–11)**

Our hard working and supportive Home and School Club raised \$117,000.00 during our fall membership drive. Thirty dollars per student was given back to each classroom. Additional funds were used to provide rewards for students, books and materials for the library and new technology. Funds were also allocation for the “Save Our Programs Project”. Funding was provided for science, music, art, computer labs, playground equipment, and assemblies and to employ a literacy events coordinator. The Home and School Club has a very extensive webpage that includes organizational information and contact email addresses. For more information about parent involvement, call our office at 535-6317 and they will help you to contact our Home and School Club representatives.

**Student Enrollment by Grade Level (School Year 2010–11)**

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	109	Grade 8	0
Grade 1	111	Ungraded Elementary	0
Grade 2	127	Grade 9	0
Grade 3	132	Grade 10	0
Grade 4	142	Grade 11	0
Grade 5	171	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	792

**Student Enrollment by Subgroup (School Year 2010–11)**

Group	Percent of Total Enrollment
Black or African American	0.1%
American Indian or Alaska Native	0.3%
Asian	38.9%
Filipino	1.3%
Hispanic or Latino	8.8%
Native Hawaiian or Pacific Islander	0.6%
White	43.2%
Two or More Races	2.1%
Socioeconomically Disadvantaged	7.1%
English Learners	18.8%
Students with Disabilities	8.2%

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

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19.8	5	0	0		0	3	0	30.7	0	3	0
<b>1</b>	20.0	6	0	0	30.0	0	3	0	30.7	0	3	0
<b>2</b>	19.2	6	0	0	29.8	0	4	0	29.7	0	3	0
<b>3</b>	30.8	0	4	0	30.3	0	4	0	30.3	0	4	0
<b>4</b>	31.0	0	5	0	30.8	0	5	0	31.5	2	4	0
<b>5</b>	30.8	0	5	0	31.0	0	5	0	30.4	1	5	0
<b>6</b>												
<b>Other</b>					26.5	0	2	0	24.0	2	3	0

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

## III. School Climate

### School Safety Plan (School Year 2010–11)

#### Safety

The school safety plan is updated and reviewed by the staff each fall. Last year, this was addressed and updated by our assistant principal on September 15<sup>th</sup>, 2010 and shared with teachers and classified employees at a staff meeting in September 21<sup>st</sup>, 2010. The plan has provisions for earthquakes, fires and other disasters. Monthly fire drills are held and our school participates in all district-coordinated drills. The staff monitors school grounds for 15 minutes before the start of school, at recess time and immediately after dismissal. Paid yard duty supervisors monitor our students at lunchtime. Our well-trained Safety Patrol is made up of fourth and fifth graders who assist all students and parents to cross the streets near our school safely every morning and afternoon.

#### Homework

Teachers at Graystone follow the District Homework Policy as set out in the District Parent Handbook. Homework is assigned to students Monday through Thursday. Teachers give at least one English Language Arts and/or math activity daily for homework and all students are required to read at least 20 to 30 minutes per night as part of their homework. Practice sheets are provided to help build students' basic skills in math and reading comprehension.

The expected length of time that students are required to spend on homework is approximately 10 minutes per grade level per day. For example, a fourth grade student would spend approximately fifty minutes doing homework plus twenty to thirty minutes reading every night. Students in Kindergarten receive a weekly homework contract to be turned in on Friday. They are expected to spend about ten minutes per day working on homework plus 20 minutes of reading or having someone read to them. Assignments are differentiated to meet the needs of students who are struggling and enriched for those who are above grade level to ensure that students receive the maximum academic benefit from their homework.

#### Discipline

Graystone staff members update the school discipline plan yearly. This document describes the expectations of students and the consequences for not following the rules. The plan is reviewed with the students and sent home to parents. Playground rules along with before and after school procedures are also reviewed.

In addition to clear rules and consequences and the practice of progressive discipline, Graystone has a number of positive reinforcements which include "Blue Slips" for helpful behavior, weekly "Blue Slip" drawings for prizes, good attendance awards, Lunch with the Principal and "Brag Time", as well as individual classroom incentives.

Graystone has an extensive self-esteem program called the Project Cornerstone/ Roots & Wings program in conjunction with the YMCA. The philosophy of the Project Cornerstone/ Roots & Wings program is to provide positive reinforcements to students and the achievement of essential developmental assets. In addition, the school is an "Anti-Bully Zone" school where teasing and negative behavior towards others is not tolerated.

Parents assist in the effort as part of the "Asset Building Champion Parents" program. Through the YMCA and Project Cornerstone, parents are trained to read particular books once a month in classrooms on the

topics of self-esteem, respect and responsibility and to facilitate discussions about appropriate behavior and solutions to problems. Parent facilitators develop positive relationships with students and become supportive adults to them.

A comprehensive student leadership program also exists at Graystone. Students are trained each fall through Project Cornerstone to be “upstanders” instead of “bystanders” and positive role models. Other leadership opportunities for students are available through our Student Council. This group makes announcements every morning, organizes community service projects such as a canned food drive, a Halloween costume drive, a winter warmth donation drive and plans school spirit days. Last year, our school raised money for the Leukemia and Lymphoma organization and for the Japanese Red Cross to assist earthquake and tsunami disaster victims. Behavior at Graystone is excellent and issues that arise are dealt with quickly and fairly. Parents are our partners in ensuring that students follow school rules.

### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	1.4%	0.39%	0.0%	11.8%	5.17%	10.8%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.19%	0.3%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

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 free of trash. Students have developed a pride in their school that seems to minimize vandalism. As part of our “Graystone Go Green” project this year, grade levels switched off on doing campus clean up on a rotating basis.

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. Groundskeepers are on site weekly to keep the grounds in good condition.

Graystone was renovated during the summer of 2002. At that time, a new roof as well as air conditioning and heating systems were installed. Also, all buildings were painted inside and out. 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 and limit distractions for students. During the summer of 2009, the exterior of the school was repainted giving it a fresh new look. In addition, two Boy Scouts completed Eagle Projects replacing and painting worn out benches and constructing two new planters for our garden area. This past year, new fencing was added adjacent to the parking area to increase safety for our students. During the summer of 2011, new resilient surface was poured underneath our playground equipment. Old fencing adjacent to one play area was removed and boards on the surrounding benches were replaced. Graystone is a beautiful place for students to learn and grow.

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			x	There were 6 deficiencies in this area. They included the need to clean the AC/Heating vents.
<b>Interior:</b> Interior Surfaces			x	There was 1 deficiency in this area. It included a missing light cover in Rm A3.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		x		
<b>Electrical:</b> Electrical			x	There were 11 deficiencies in this area. They were for lights and banks out, and bathroom light switch not working in Rm E25 blower constantly running.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			x	
<b>Safety:</b> Fire Safety, Hazardous Materials			x	
<b>Structural:</b> Structural			x	

Damage, Roofs  
**External:**  
 Playground/School  
 Grounds, Windows/  
 Doors/Gates/Fences

x

x

Summer cleaning going on

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
<b>With Full Credential</b>	31	27	33	1464
<b>Without Full Credential</b>	1	0	0	58
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments*</b>	0	0	
<b>Vacant Teacher Positions</b>	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*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	94.01%	5.99%
<b>High-Poverty Schools in District</b>	94.08%	5.92%
<b>Low-Poverty Schools in District</b>	92.02%	7.98%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff and Specialized Programs

## **Academic Counselors and Specialized Programs (School Year 2010–11)**

### **GATE**

Graystone follows the State Guidelines for meeting the needs of Gifted and Talented Education students. GATE instruction is delivered within the regular classroom. Teachers provide differentiated lessons to challenge students at varying levels of ability. Class work is differentiated to meet the needs of our high level learners. An assembly for all students that meets GATE standards is provided each spring. In addition, a parent run GATE group provides after school activities and field trips to enrich GATE students' experiences at Graystone.

### **Special Ed**

During the 2009-10 school year, no Special Day Classes were located at Graystone. Students at our school who qualified for SDC were placed at other schools. For the 2010-2011 school year, two Special Day Classes (SDCs) were moved from Carson Elementary to Graystone. One class is Kindergarten to second grade and the other SDC class serves third to fifth graders. These are both mild to moderate SDCs. Mainstreaming is arranged with the regular education classes as required by students' Individualized Education Plans.

Students in general education who qualify for special education services work with the Resource Specialist Program (RSP) teacher, Speech and Language Pathology (SLP) teacher and/or physical therapy teacher to comply with the students' Individualized Educational Programs (IEPs). All IEPs and 504 Plans are revised on a yearly basis.

### **At-risk students**

At-risk students are identified by December 1<sup>st</sup> of each year. A Barton Reading Specialist is available to support the identified students in first to third grades who are below grade level in reading. In addition, below grade level students in third to fifth grades are supported outside the general education classroom with a program called Voyager. The goal of this program is to assist students in developing reading and comprehension skills.

Two days a week in the spring, our English Language Learner students participated in an after school program. The purpose of this class was to target writing skills. Students were identified for this intervention based on CELDT writing scores. Homework Center was also offered two days a week for ELL students who were struggling to complete their homework at home.

For the first time this summer, a one-week Extended School Year program was offered in the morning for English Language Learners. Students were identified using the reading score on the CELDT as well as teacher input.

A Student Study Team made up of teachers, our resource specialist, our school nurse, school psychologist and an administrator meet on a regular basis on Coordination of Services Team (COST) to review information regarding individual students' needs. The team meets with families of children who may need assistance with class work or modified assignments. Intervention plans are written to assist classroom teachers and students to succeed. Data is used to track student progress.

### **English language learners**

Teachers are trained in SEI, CLAD, SAIDE techniques, and use those specialized techniques in working with our English Language Learner population. An English Language Learner tutor works with students one-on-one or in a small group to assist them to develop their skills in English. The Voyager program and other activities in the classroom are available for English Language Development.

### **Students with disabilities**

Students who qualify for the Resource Specialist Program go to the resource room on a regular schedule to work with the RSP teacher and an instructional associate according to the time specified in their Individualized Education Plans. The RSP teacher works closely with the regular classroom teacher. At times, the RSP teacher or the instructional associate "pushes in" to classrooms to assist students there. Identified students also receive speech and Occupational Therapy services. When appropriate, students who do not qualify for an IEP but still have special needs receive a Section 504 Plan. Progress on student goals is monitored on an ongoing basis.

New to Graystone this year are two Special Day Classes. Children who qualify for an Individualized Education Plan and can be served in a mild to moderate program are referred to this class based on their needs.

### **After-school programs**

During the 2009-10 school year, the city of San Jose cut all funding for Homework Centers, so no money was available for this program. In the spring of 2011, an after school homework center was funded through Economic impact Aid for English Language Learners.

A variety of enrichment classes were offered after school such as Mad Science, karate, chess classes, Spanish, Hindi and Lego robotics. Girl Scouts, Boy Scouts and Kids' Club are also offered after school at our school site.

### **Tutoring**

The school provides assistance to students in reading through access to a Barton reading specialist. Fifth grade and Kindergarten classes establish buddy systems for cross-age tutoring. Peer tutoring is also used in all classrooms. A variety of online programs in English Language Arts, math, writing and science assist student in meeting standards.

For the first time in the 2010-2011-school year, a writing tutoring program was offered after school for ELL students in grades 3 to 5. This intervention helped to improve these students' ability to write. A Homework Center was also available in the spring for ELL students. Both of these programs were funded using Economic Impact Aid (EIA).

Our goal at Graystone is to meet the needs of all of our students. Through our instructional program, interventions programs and enrichment activities, we strive to do our best each day for the children who education has been entrusted to us.

\* 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.

## **VII. Curriculum and Instructional Materials**

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

### **Curriculum**

#### **Reading and Writing**

All classrooms use the Houghton Mifflin series for reading and language arts. This program includes stories by famous children's authors to teach a particular phonemic skill, theme or writing concept. The adoption focuses on spelling rules, comprehension, vocabulary, literary terms, and various types of writing. Primary teachers use leveled readers to enable them to reach all levels of learners.

During the 2009-2010 school year, all Graystone teachers received "The Write Tools" training. Teachers have continued to use the skills they learned at the training in their teaching of writing. This has improved the writing skills of our students. Even our Kindergartners are writing complete sentences by the end of the year. Benchmark testing is used to show growth and identify areas of need in English Language Arts for our school overall, for each class as well as for individual students.

#### **Math**

During the 2008-09 school year, our district had teachers pilot various math programs and then used teacher input to adopt a new math program called Envision by the Pearson Learning Company. The Envision math program was implemented during the 2009-2010 school year. Introductory professional development training was held for before school began for grade level teams. In addition, the new math program was discussed at grade level meetings so teachers could share information regarding how to successfully use the program.

Accelerated Math is incorporated into the math program for all students in second to fifth grades. First graders that have mastered the basic facts are also tested and use the AM program. In first to fifth grades, we use "50 in a minute computation tests" to focus students on mastering the basic facts of addition, subtraction, multiplication, and division. Benchmark assessments are used four times a year to inform our instruction in math. Teachers also use quizzes and chapter tests to assess student learning and to plan intervention and enrichment mathematics activities to meet the needs of all students.

#### **Science**

Graystone uses Scott Foresman science as the basic curriculum for science instruction. In addition, hands-on experiments are used as another major method of teaching scientific concepts. We are fortunate to have parents that have skills and interest in the area of science and are willing to teach the hands-on

lessons in the science lab for all students at Graystone. The science experiments that students perform in the lab are closely matched to support the classroom instruction in the California Science Standards. Each third to fifth grade class takes part in a dissecting lesson. Our students have dissected owl pellets, cow's eyes, livers, hearts, and lungs.

### **Social Studies**

We use the Harcourt Social Studies series that is aligned to the state and district standards. Supplementary texts and materials such as periodicals, videos, and speakers are also used in the classroom. Third graders visit the Living History Museum, fourth graders visit the state capitol, Sutter's mine and a mission and fifth graders take part in Colonial Day. Fourth graders also participate in a hands-on Gold Rush Day in the spring. In addition, fifth graders participate in the Law-Related Education curriculum. They visit the police station, the courthouse and take part in a mock trial. These enrichment activities help to make social studies come alive for our students.

### **Textbooks**

Graystone provides student textbooks in every subject area for all students. Our science books were adopted in 2000-2001 to align with the California State Science standards. A new social studies curriculum was adopted in 2007-2008 and a new math curriculum was adopted in 2009-2010. The Houghton Mifflin English Language Arts program has been in place in the district for approximately 11 years. We have a sufficient number of books in good condition for all students in every subject area. The school ensures that all students are well supplied with current texts and instructional materials and complies with all Williams decision requirements.

A list of textbooks and adoption dates is available at:  
[http://www.sjUSD.org/schools/documentation/downloads/Textbook\\_listing.pdf](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

Year and month in which data were collected: <u>Sept 2011</u>		
Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	No	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

## **VIII. School Finances**

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,665	\$2,198	\$5,467	\$70,371
District			\$6,048	\$67,256
Percent Difference – School Site and District			-9.6%	+4.63%
State			\$5,455	\$69,207
Percent Difference – School Site and State			+0.2%	+1.7%

Note: Cells shaded in black do not require data.

**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.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://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 <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2009-10)

San José Unified School District spent an average of \$9,225 per student in the 2009-10 school year, compared to \$8,545 per student spent on average by all unified districts in the state. Total operating expenses for the 2009-10 year were \$281,302,275. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us)).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,436	\$42,017
<b>Mid-Range Teacher Salary</b>	\$71,772	\$67,294
<b>Highest Teacher Salary</b>	\$87,228	\$86,776
<b>Average Principal Salary (Elementary)</b>	\$108,331	\$108,534
<b>Average Principal Salary (Middle)</b>	\$111,511	\$112,893
<b>Average Principal Salary (High)</b>	\$119,913	\$123,331
<b>Superintendent Salary</b>	\$241,743	\$226,417
<b>Percent of Budget for Teacher Salaries</b>	34.00%	38.00%
<b>Percent of Budget for Administrative Salaries</b>	5.00%	5.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in

grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	88%	89%	87%	54%	56%	57%	49%	52%	54%
<b>Mathematics</b>	92%	91%	88%	50%	51%	53%	46%	48%	50%
<b>Science</b>	92%	92%	86%	52%	57%	60%	50%	54%	57%
<b>History-Social Science</b>	0%	0%	0%	49%	50%	51%	41%	44%	48%

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.**

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	57%	53%	60%	51%
<b>All Students at the School</b>	87%	88%	86%	0%
<b>Male</b>	84%	88%	87%	0%
<b>Female</b>	90%	88%	86%	0%
<b>Black or African American</b>	0%	0%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	93%	95%	85%	0%
<b>Filipino</b>				
<b>Hispanic or Latino</b>	75%	77%	76%	0%

<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	84%	82%	85%	0%
<b>Two or More Races</b>	92%	97%	96%	0%
<b>Socioeconomically Disadvantaged</b>	56%	63%	75%	0%
<b>English Learners</b>	71%	81%	0%	0%
<b>Students with Disabilities</b>	65%	60%	0%	0%
<b>Students Receiving Migrant Education Services</b>				

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.

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	18.20%	36.50%	38.80%
<b>7</b>	0.00%	0.00%	0.00%
<b>9</b>	0.00%	0.00%	0.00%

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

<b>API Rank</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
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<b>Statewide</b>	10	10	10
<b>Similar Schools</b>	3	4	5

### Academic Performance Index Growth by Student Group – Three-Year Comparison

<b>Group</b>	<b>Actual API Change 2008–09</b>	<b>Actual API Change 2009–10</b>	<b>Actual API Change 2010–11</b>
<b>All Students at the School</b>	14	7	-7
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>	7	2	-7
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	21	5	-24
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			25
<b>Students with Disabilities</b>			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

<b>Group</b>	<b>Number of Students</b>	<b>2011 Growth API</b>				
		<b>School</b>	<b>Number of Students</b>	<b>LEA</b>	<b>Number of Students</b>	<b>State</b>
<b>All Students at the School</b>	565	951	23,642	798	4,683,676	778
<b>Black or African American</b>	1		738	758	317,856	696
<b>American Indian or Alaska Native</b>	2		166	786	33,774	733
<b>Asian</b>	98	984	2,205	941	398,869	898
<b>Filipino</b>	0		374	850	123,245	859
<b>Hispanic or Latino</b>	52	929	11,980	716	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		7		26,953	764
<b>White</b>	248	920	6,455	878	1,258,831	845
<b>Two or More Races</b>	7		153	787	76,766	836
<b>Socioeconomically Disadvantaged</b>	40	835	11,520	712	2,731,843	726
<b>English Learners</b>	107	956	8,287	701	1,521,844	707
<b>Students with Disabilities</b>	48	774	2,265	583	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics

- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	No

### Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2009-2010
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>		16
<b>Percent of Schools Currently in Program Improvement</b>		30.8%

Note: Cells shaded in black do not require data.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers and administrators at Graystone have generally participated in three staff development days per year over the past few years. However, two additional days were added during the 2010-2011 school year. During the staff development days, our staff shares specific skills, attends conferences, discusses new curriculum or technology, or works on disaggregating and analyzing test data to better assist our students. Graystone has an early out Tuesday schedule allowing for more extensive staff development and grade level meetings on those days.

During the 2010-11 school year, teachers at Graystone received professional development in three areas: writing, thinking maps and mathematics. Two all day grade level sessions of “The Write Tools” training were held. The district provided substitute teachers so this training could take place during teachers’ regular work hours. Then the trainer modeled lessons at various grade levels. In addition, training in using “Thinking Maps” was provided on regularly scheduled staff development day. Lessons in classrooms were also modeled. A short introductory training for the new math adoption was also provided for the teachers to orient them to the new curriculum.

This year, our district adopted a new instructional framework called Direct Instruction (DI). All of the

teachers in the SJUSD were provided with three release days spread throughout the year so they could participate in grade level trainings. A half- time instructional coach joined our staff last year and works with teachers to assist in the implementation of DI in our classrooms.

"Thinking Maps" training began in the 2009-2010 school year. Teachers received one day of follow up training during the 2010-2011 school year and one half day per grade level of observing the Thinking Maps trainer model lessons in their classrooms In addition, all teachers received a full day training in the SPARK physical education program in the fall of 2010.

Ongoing professional development takes place during our regularly scheduled staff meetings on Tuesdays. Topics of need or interest are presented by our principal or assistant principal, staff members or district personnel. Technology training is offered as needed when new programs, procedures or policies are instituted by the district

The principal meets with grade level representatives monthly and with entire grade levels as needed. New teachers also meet with the principal on a regular basis and are supported by onsite Beginning Teacher Support and Assessment (BTSA) mentors.

Time during staff meetings is devoted to staff development and the sharing of information from our English Language Arts, Math, and GATE liaisons. Teachers that attend conferences will report what they learned either in grade level meetings or to the teaching staff as a whole.

Teachers are trained in the use of Edusoft to access data and are taught how to generate practice questions for benchmark tests. Our two technology coordinators provide assistance and training on an as needed basis both at staff meetings and individually. When a need for professional development arises, we attempt to fill that need.

**Graystone  
Elementary**

San Jose Unified

**School Accountability Report Card, 2010-  
2011**

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