



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leontine Gracey Elementary School	24657716105852	5/11/26	5/26/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Leontine Gracey Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) for Leontine Gracey Elementary School is designed to meet the requirements of the Every Student Succeeds Act (ESSA). Each site identifies resource inequities, analyzes data, and isolates identified needs. Leontine Gracey Elementary School sets goals based on this work and selects actions and strategies to meet them. Leontine Gracey Elementary School selects measurable outcomes to drive its actions. Leontine Gracey meets with its educational partners yearly to provide updates and gather input and feedback.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Leontine Gracey Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) for Leontine Gracey Elementary School is designed to meet the requirements of the Every Student Succeeds Act (ESSA). Each site identifies resource inequities, analyzes data, and isolates identified needs. Leontine Gracey Elementary School sets goals based on this work and selects actions and strategies to meet them. Leontine Gracey Elementary School selects measurable outcomes to drive its actions. Leontine Gracey meets with its educational partners yearly to provide updates and gather input and feedback.

Educational Partner Involvement

How, when, and with whom did Leontine Gracey Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed in partnership with the Site Leadership Team (SLT), School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent-Teacher Club (PTC), and Center for Model Schools (CMS) to use the research-based 5Essentials Framework to prioritize actionable leadership strategies. These meetings provide a platform for sharing insights, analyzing data, and collectively identifying strategies to enhance student learning outcomes.

Meeting Dates:

School Site Council (SSC):

September 19, 2025, November 13, 2025, January 15, 2026, March 12, 2026, and May 11, 2026

English Learner Advisory Council (ELAC):

September 4, 2025, September 19, 2025, November 13, 2026, January 15, 2026, and March 12, 2026

Parent Teacher Club (PTC):

August 24, 2025, September 25, 2025, October 23, 2025, November 13, 2025, December 4, 2025, January 15, 2026, February 5, 2026, March 26, 2026, April 30, 2026

Center for Model Schools (CMS):

July 28, 2025, September 16, 2025, October 29, 2025, November 4, 2025, January 13, 2026, February 4, 2026, March 23, 2026, April 29, 2026, June 8, 2026

The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the school board in June."

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Through the dedication and efforts of staff, parents, students, and educational partners, Gracey is ineligible for Additional Targeted Support and Improvement (ATSI) status.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Please refer to the School and Student Performance Data section where an analysis is provided.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Please refer to the School and Student Performance Data section, where an analysis is provided.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Use of state and local assessments to modify instruction and improve student achievement (ESEA) include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) is used to inform the principal's placement of students into tiered groups for appropriate interventions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Leontine Gracey Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.18%%	1.18%	1.18%%	6	6	6
African American	3.34%	2.75%	1.97%	17	14	10
Asian	5.50%	6.09%	6.89%	28	31	35
Filipino	0.20%	0%	0%	1	0	0
Hispanic/Latino	82.91%	82.32%	82.48%	422	419	419
Pacific Islander	0.39%	0.20%	0.20%	2	1	1
White	5.11%	4.91%	6.10%	26	25	31
Multiple/No Response	2.16%	1.77%	1.57%	11	9	8
Total Enrollment				509	509	508

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	25	27	37
Kindergarten	65	71	67
Grade 1	75	72	70
Grade 2	73	69	57
Grade3	79	75	75
Grade 4	55	72	76
Grade 5	69	55	67
Grade 6	69	68	59
Total Enrollment	509	509	508

Conclusions based on this data:

1. Gracey's enrollment decreased to an average of 505 students in the last two years. The highest subgroup is Hispanic at 82% of the student population, followed by Asian 6%, White 5%, and African-American 3% of students.
2. The African-American and Hispanic subgroups have decreased in the last three years. The Asian subgroup has increased in the last year.

3. Third grade has the largest enrolled class in 24-25 school year with 75 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	130	111	100	29.5%	25.5%	19.7%
Fluent English Proficient (FEP)	61	53	42	18%	12.0%	8.3%
Reclassified Fluent English Proficient (RFEP)	30	25	26	9.5%	11%	5.1%

Conclusions based on this data:

1. The number of English Language Learner students at Gracey has decreased in the last two years.
2. 10% of Gracey's English Learners were reclassified.
3. Over 50% of English Learners increased at least one level on the ELPAC making progress towards language proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	77	78	62	76	76	62	76	76	100.0	98.7	97.4
Grade 4	81	57	77	80	57	73	80	57	73	98.8	100	94.8
Grade 5	68	73	59	68	73	59	68	73	59	100.0	100	100
Grade 6	71	70	68	71	69	67	71	69	67	100.0	98.6	98.5
All Grades	282	277	282	281	275	275	281	275	275	99.6	99.3	97.5

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2349.	2343.	2344.	4.84	2.63	3.95	16.13	15.79	11.84	17.74	23.68	31.58	61.29	57.89	52.63
Grade 4	2422.	2412.	2402.	12.50	7.02	8.22	18.75	22.81	13.70	23.75	19.30	27.40	45.00	50.88	50.68
Grade 5	2435.	2463.	2433.	5.88	13.70	6.78	22.06	21.92	23.73	22.06	20.55	16.95	50.00	43.84	52.54
Grade 6	2457.	2484.	2528.	2.82	11.59	22.39	18.31	20.29	29.85	25.35	31.88	20.90	53.52	36.23	26.87
All Grades	N/A	N/A	N/A	6.76	8.73	10.18	18.86	20.00	19.27	22.42	24.00	24.73	51.96	47.27	45.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.06	1.32	5.26	46.77	53.95	56.58	45.16	44.74	38.16
Grade 4	10.00	1.75	5.48	55.00	68.42	67.12	35.00	29.82	27.40
Grade 5	4.41	10.96	8.47	64.71	57.53	42.37	30.88	31.51	49.15
Grade 6	5.63	11.59	20.90	46.48	52.17	50.75	47.89	36.23	28.36
All Grades	7.12	6.55	9.82	53.38	57.45	54.91	39.50	36.00	35.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.23	1.32	2.63	45.16	39.47	42.11	51.61	59.21	55.26
Grade 4	7.50	5.26	8.22	56.25	49.12	53.42	36.25	45.61	38.36
Grade 5	5.88	16.44	8.47	48.53	58.90	52.54	45.59	24.66	38.98
Grade 6	2.82	15.94	22.39	47.89	42.03	52.24	49.30	42.03	25.37
All Grades	4.98	9.82	10.18	49.82	47.27	49.82	45.20	42.91	40.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.23	3.95	1.32	74.19	75.00	68.42	22.58	21.05	30.26
Grade 4	8.75	3.51	2.74	75.00	70.18	63.01	16.25	26.32	34.25
Grade 5	7.35	8.22	8.47	63.24	68.49	64.41	29.41	23.29	27.12
Grade 6	7.04	4.35	16.42	69.01	75.36	70.15	23.94	20.29	13.43
All Grades	6.76	5.09	6.91	70.46	72.36	66.55	22.78	22.55	26.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.23	3.95	5.26	53.23	55.26	55.26	43.55	40.79	39.47
Grade 4	7.50	12.28	8.22	66.25	56.14	58.90	26.25	31.58	32.88
Grade 5	5.88	15.07	6.78	66.18	54.79	55.93	27.94	30.14	37.29
Grade 6	5.63	4.35	16.42	61.97	68.12	70.15	32.39	27.54	13.43
All Grades	5.69	8.73	9.09	62.28	58.55	60.00	32.03	32.73	30.91

Conclusions based on this data:

1. The percentage of grade 6 students who met or exceeded the Standards in Overall Achievement in English Language Arts/Literacy doubled.

2. In grades 3-6, the percentage of students performing at or near standard in Listening Communications Skills and Research Inquiry increased.
3. In grade 6 the percentage of students at or near standard in writing increased, however for three years in a row the percentage of students performing below standard in writing in grade 6 has increased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	77	78	62	77	78	62	77	78	100.0	100	100
Grade 4	81	57	77	79	57	74	79	57	74	97.5	100	96.1
Grade 5	68	73	59	68	73	59	68	73	59	100.0	100	100
Grade 6	71	70	68	71	69	67	71	69	67	100.0	98.6	98.5
All Grades	282	277	282	280	276	278	280	276	278	99.3	99.6	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2362.	2352.	2357.	4.84	3.90	1.28	19.35	12.99	14.10	11.29	23.38	21.79	64.52	59.74	62.82
Grade 4	2432.	2419.	2408.	12.66	7.02	4.05	12.66	17.54	12.16	30.38	26.32	37.84	44.30	49.12	45.95
Grade 5	2428.	2444.	2412.	4.41	13.70	1.69	19.12	8.22	8.47	17.65	19.18	25.42	58.82	58.90	64.41
Grade 6	2422.	2453.	2511.	4.23	7.25	22.39	8.45	17.39	16.42	14.08	20.29	20.90	73.24	55.07	40.30
Grade 11															
All Grades	N/A	N/A	N/A	6.79	7.97	7.19	14.64	13.77	12.95	18.93	22.10	26.62	59.64	56.16	53.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.68	5.19	3.85	37.10	38.96	33.33	53.23	55.84	62.82
Grade 4	11.39	3.51	5.41	40.51	52.63	44.59	48.10	43.86	50.00
Grade 5	4.41	6.85	3.39	41.18	38.36	35.59	54.41	54.79	61.02
Grade 6	0.00	11.59	16.42	26.76	33.33	41.79	73.24	55.07	41.79
Grade 11									
All Grades	6.43	6.88	7.19	36.43	40.22	38.85	57.14	52.90	53.96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.68	3.90	6.41	32.26	35.06	33.33	58.06	61.04	60.26
Grade 4	17.72	10.53	4.05	35.44	36.84	50.00	46.84	52.63	45.95
Grade 5	4.41	13.70	1.69	45.59	35.62	37.29	50.00	50.68	61.02
Grade 6	5.63	5.80	14.93	28.17	42.03	44.78	66.20	52.17	40.30
All Grades	9.64	8.33	6.83	35.36	37.32	41.37	55.00	54.35	51.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.45	1.30	3.85	54.84	49.35	52.56	38.71	49.35	43.59
Grade 4	12.66	10.53	5.41	50.63	43.86	52.70	36.71	45.61	41.89
Grade 5	7.35	9.59	1.69	50.00	47.95	50.85	42.65	42.47	47.46
Grade 6	2.82	5.80	16.42	45.07	60.87	61.19	52.11	33.33	22.39
All Grades	7.50	6.52	6.83	50.00	50.72	54.32	42.50	42.75	38.85

Conclusions based on this data:

1. Overall, math achievement increased from Spring 2024 to Spring 2025, driven by a continued focus on ST Math, Go Math, and Extended Day Programs.
2. Over 99% of enrolled students participated in the 23-24 and 24-25 Math Assessment.
3. The average of all grades meeting or exceeding the standard in Mathematics increased from 23-24 to 24-25. The average of all grades at or near standard increased from 23-24 to 24-25.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1389.6	1373.0	1387.0	1399.2	1361.0	1392.8	1367.2	1400.9	1373.6	26	24	21
1	1416.9	1423.3	1434.5	1431.4	1428.7	1436.4	1401.8	1417.4	1432.2	25	16	18
2	1453.9	1437.3	1463.1	1461.5	1448.3	1452.9	1445.7	1425.8	1472.8	19	23	17
3	1495.5	1463.6	1456.4	1506.0	1483.7	1451.7	1484.4	1443.1	1460.6	19	19	26
4	1515.9	1481.1	1496.9	1519.5	1484.1	1512.4	1511.7	1477.8	1481.1	20	15	15
5	1523.9	1524.5	*	1534.8	1515.9	*	1512.5	1532.8	*	24	17	10
6	1546.2	1506.4	1559.3	1559.9	1519.0	1579.2	1532.1	1493.1	1538.9	22	14	12
All Grades										155	128	119

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	12.50	0.00	23.08	8.33	19.05	42.31	33.33	61.90	34.62	45.83	19.05	26	24	21
1	0.00	6.25	0.00	8.00	25.00	27.78	64.00	31.25	55.56	28.00	37.50	16.67	25	16	18
2	0.00	0.00	5.88	31.58	34.78	58.82	47.37	39.13	17.65	21.05	26.09	17.65	19	23	17
3	10.53	15.79	0.00	47.37	21.05	19.23	36.84	31.58	42.31	5.26	31.58	38.46	19	19	26
4	10.00	6.67	13.33	60.00	33.33	33.33	20.00	40.00	33.33	10.00	20.00	20.00	20	15	15
5	25.00	17.65	*	29.17	47.06	*	25.00	29.41	*	20.83	5.88	*	24	17	*
6	18.18	7.14	33.33	50.00	42.86	50.00	27.27	28.57	16.67	4.55	21.43	0.00	22	14	12
All Grades	9.03	9.38	8.40	34.19	28.91	31.09	38.06	33.59	40.34	18.71	28.13	20.17	155	128	119

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	4.17	0.00	23.08	20.83	19.05	42.31	20.83	47.62	34.62	54.17	33.33	26	24	21
1	0.00	12.50	16.67	44.00	31.25	33.33	40.00	31.25	33.33	16.00	25.00	16.67	25	16	18
2	0.00	8.70	17.65	68.42	39.13	47.06	26.32	39.13	11.76	5.26	13.04	23.53	19	23	17
3	42.11	36.84	15.38	47.37	26.32	23.08	10.53	15.79	30.77	0.00	21.05	30.77	19	19	26
4	60.00	33.33	33.33	25.00	40.00	46.67	10.00	0.00	13.33	5.00	26.67	6.67	20	15	15
5	45.83	29.41	*	37.50	58.82	*	8.33	0.00	*	8.33	11.76	*	24	17	*
6	45.45	35.71	66.67	45.45	42.86	25.00	4.55	14.29	8.33	4.55	7.14	0.00	22	14	12
All Grades	26.45	21.09	25.21	40.65	35.94	30.25	21.29	18.75	25.21	11.61	24.22	19.33	155	128	119

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		12.50	0.00		8.33	38.10		58.33	47.62		20.83	14.29		24	21
1		0.00	0.00		18.75	22.22		31.25	55.56		50.00	22.22		16	18
2		0.00	0.00		26.09	52.94		34.78	29.41		39.13	17.65		23	17
3		0.00	0.00		21.05	7.69		15.79	42.31		63.16	50.00		19	26
4		0.00	0.00		26.67	6.67		26.67	53.33		46.67	40.00		15	15
5		5.88	*		35.29	*		47.06	*		11.76	*		17	*
6	9.09	0.00	16.67	13.64	7.14	25.00	59.09	50.00	41.67	18.18	42.86	16.67	22	14	12
All Grades	3.87	3.13	1.68	18.71	20.31	24.37	44.52	38.28	44.54	32.90	38.28	29.41	155	128	119

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	12.50	4.76	76.92	50.00	85.71	15.38	37.50	9.52	26	24	21
1	24.00	25.00	38.89	72.00	50.00	55.56	4.00	25.00	5.56	25	16	18
2	21.05	13.04	35.29	68.42	73.91	41.18	10.53	13.04	23.53	19	23	17
3	31.58	26.32	7.69	68.42	42.11	34.62	0.00	31.58	57.69	19	19	26
4	40.00	26.67	20.00	50.00	60.00	60.00	10.00	13.33	20.00	20	15	15
5	25.00	35.29	*	58.33	58.82	*	16.67	5.88	*	24	17	*
6	13.64	0.00	25.00	77.27	78.57	75.00	9.09	21.43	0.00	22	14	12
All Grades	22.58	19.53	20.17	67.74	58.59	57.98	9.68	21.88	21.85	155	128	119

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	8.33	4.76	57.69	33.33	33.33	42.31	58.33	61.90	26	24	21
1	4.00	0.00	0.00	56.00	68.75	66.67	40.00	31.25	33.33	25	16	18
2	0.00	13.04	5.88	78.95	69.57	70.59	21.05	17.39	23.53	19	23	17
3	47.37	47.37	26.92	52.63	31.58	53.85	0.00	21.05	19.23	19	19	26
4	65.00	40.00	46.67	30.00	33.33	40.00	5.00	26.67	13.33	20	15	15
5	75.00	41.18	*	16.67	41.18	*	8.33	17.65	*	24	17	*
6	68.18	78.57	75.00	27.27	14.29	25.00	4.55	7.14	0.00	22	14	12
All Grades	36.13	29.69	27.73	45.16	42.97	47.06	18.71	27.34	25.21	155	128	119

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	12.50	0.00	80.77	66.67	85.71	19.23	20.83	14.29	26	24	21
1	0.00	6.25	0.00	24.00	43.75	50.00	76.00	50.00	50.00	25	16	18
2	10.53	0.00	5.88	31.58	68.18	76.47	57.89	31.82	17.65	19	22	17
3	5.26	0.00	0.00	57.89	31.58	38.46	36.84	68.42	61.54	19	19	26
4	10.00	0.00	0.00	60.00	46.67	40.00	30.00	53.33	60.00	20	15	15
5	4.17	11.76	*	58.33	70.59	*	37.50	17.65	*	24	17	*
6	9.09	0.00	8.33	22.73	42.86	33.33	68.18	57.14	58.33	22	14	12
All Grades	5.16	4.72	1.68	48.39	54.33	54.62	46.45	40.94	43.70	155	127	119

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	25.00	33.33	42.31	41.67	38.10	34.62	33.33	28.57	26	24	21
1	0.00	0.00	0.00	76.00	62.50	94.44	24.00	37.50	5.56	25	16	18
2	0.00	0.00	17.65	66.67	65.22	58.82	33.33	34.78	23.53	18	23	17
3	10.53	0.00	0.00	78.95	63.16	76.92	10.53	36.84	23.08	19	19	26
4	30.00	13.33	0.00	55.00	60.00	66.67	15.00	26.67	33.33	20	15	15
5	25.00	29.41	*	33.33	58.82	*	41.67	11.76	*	24	17	*
6	31.82	14.29	50.00	63.64	64.29	50.00	4.55	21.43	0.00	22	14	12
All Grades	17.53	11.72	13.45	58.44	58.59	66.39	24.03	29.69	20.17	154	128	119

Conclusions based on this data:

- 1. 50% percent of English Learners are making progress per California Dashboard.
- 2. Listening and writing are the domains in which English Learner students have the highest needs.
- 3. English Learners have shown progress in the primary grades. Growth is minimal in grades 4 through 6.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
509	83.3%	21.8%	1.4%
Total Number of Students enrolled in Leontine Gracey Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	111	21.8%
Foster Youth	7	1.4%
Homeless	1	0.2%
Socioeconomically Disadvantaged	424	83.3%
Students with Disabilities	66	13%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.8%
American Indian	6	1.2%
Asian	31	6.1%
Filipino	0	0.0%
Hispanic	419	82.3%
Two or More Races	9	1.8%
Pacific Islander	1	0.2%
White	25	4.9%

Conclusions based on this data:

- The majority of Gracey students are Socioeconomically Disadvantaged (83.3%). Our site offers after-school reading and math tutorials and challenge programs for students who prefer to attend.

2. The largest group by ethnicity is Hispanic, 82.3 percent of the total student body. Gracey has Spanish bilingual instructional assistants, teachers, office staff, and a principal to support our Spanish-speaking stakeholders.
3. English Learners account for approximately 22% of Gracey's student population.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. Our school promotes PBIS strategies following a school-wide matrix and expectations for all areas of the campus. Gracey is implementing a multi-tiered system of behavioral supports. Suspension rates have decreased over the past year. There is a decrease in major incidents such as fighting, vaping, and cyberbullying. Gracey improved one color band from orange to green.

2. Gracey chronic absenteeism was very high, in 24-25. Chronic attendance is addressed with home visits, site and district attendance meetings with parents and students. The rate of attendance has improved for the 25-26 school year. However the chronic absenteeism continues due to late arrivals for our primary students and households with two working parents. Overall performance has improved. The Suspension Rate improved from orange color to green improving chronic absenteeism and attendance in general.
3. Students decreased in ELA in the Orange color band and continue to demonstrate progress in Math. Our English Learners also continue to show improvement in fluency goals. English Learners improved from the Orange band to the Green band. We seek to improve EL strategies for additional improvement

School and Student Performance Data

Academic Performance English Language Arts

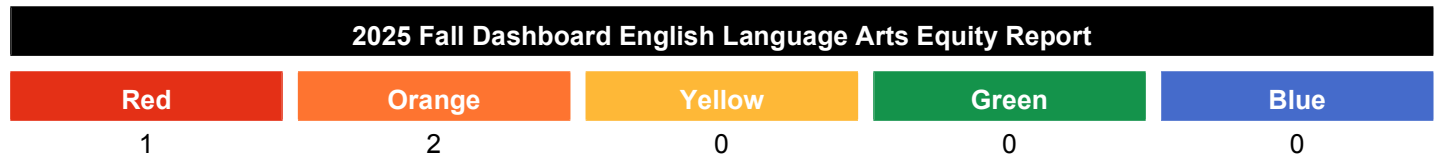
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 54.3 points below standard Maintained 2.3 points 254 Students	English Learners  Red 84.7 points below standard Declined 13.9 points 84 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 56.5 points below standard Maintained 2.6 points 232 Students

Students with Disabilities  No Performance Color 173.9 points below standard Increased 12 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 78.5 points below standard Declined 4.8 points 13 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 53.2 points below standard Maintained 0.9 points 217 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 41 points below standard 11 Students

Conclusions based on this data:

- Overall, English Language Arts data indicate that students maintained in the orange color band but still need to meet the standards.
- Socioeconomically Disadvantaged and Hispanic students were maintained in the Orange color; however, English Learners declined from Orange to Red in Performance Standards.
- English Learners showed a decline in ELA performance, which was maintained on the performance assessment. Gracey's staff will use research-based strategies and interventions to improve English Learners' reading and comprehension. English Learners are in the Red Performance Band

School and Student Performance Data

Academic Performance Mathematics

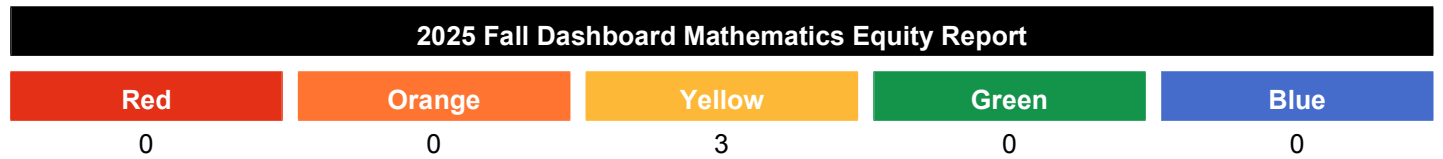
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 73 points below standard Increased 8.2 points 257 Students	English Learners  Yellow 90.2 points below standard Increased 8.4 points 86 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 74.4 points below standard Increased 10.2 points 235 Students

Students with Disabilities  No Performance Color 176.3 points below standard Increased 9.7 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 74.6 points below standard Increased 9 points 13 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 72.9 points below standard Increased 8.8 points 220 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 51.9 points below standard 11 Students

Conclusions based on this data:

1. English Learner, Hispanic, and Socioeconomically Disadvantaged students increased in Mathematics. Gracey will ensure our Hispanic, Socioeconomically Disadvantaged, and English Learner subgroups improve from Orange to Yellow, and the English Learner subgroups will increase in Math performance by providing extended-day courses and increasing teachers' awareness of the need to improve Math Performance.
2. Current students identified as English learners in Yellow will continue to receive a guaranteed viable curriculum with the same level of instruction in English language development, using a deployment model that groups students with similar language levels. Gracey will implement strategies to improve English Language Learners' Math performance by adding extended learning opportunities.
3. Under All Students, students experienced an increased math performance. Where English Learners in Yellow need to improve, we will address the need for improvement with ongoing Number Talks professional development for all students while providing additional resources for English Learners through Tier 1 lessons and embedded Math concepts in English Language Development.

School and Student Performance Data

Academic Performance Science

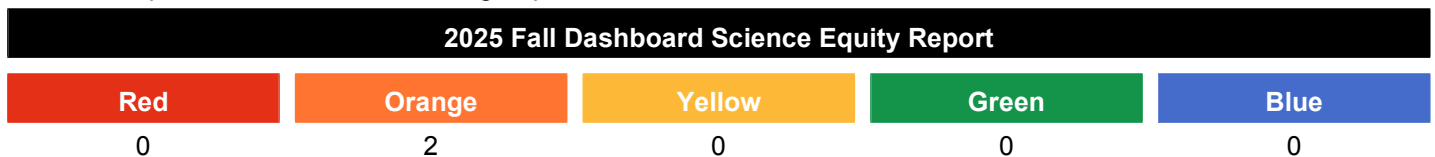
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Orange 44.7 science points Declined 5.4 points 52 Students	English Learners No Performance Color 37.1 science points Declined 4.7 points 15 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 42.4 science points Declined 6.8 points 48 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 44.8 science points Declined 5.3 points 42 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. For the 24-25 school year, All Students performed in the orange color band, declining 5.4 points.
2. Socioeconomically Disadvantaged students placed in the Orange level declined by 6.8 points
3. Hispanic students placed in the Orange level declined by 5.3 points over the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
49.5 making progress.	making progress.
Number Students: 93 Students	Number Students: 3 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.1%	35.5%	0%	49.5%

Conclusions based on this data:

- English Learners demonstrated significant progress in academic performance. The majority moved up one level to level 3; however, overall, English Learners improved from Orange to Green from the previous year.
- Well-planned, designated ELD instruction and integrated strategies throughout the day will decrease the number of students in ELPI. Additionally, some of our students have elected to attend the Summer Academy Program held at Gracey this Summer.
- Forty-four percent of students who took the ELPAC progressed at least one level, and 35.5 percent of students maintained levels 1-3 .

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

16.8% Chronically Absent

Declined 3.3

552 Students

English Learners



Yellow

11.4% Chronically Absent

Declined 5.8

123 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Foster Youth



No Performance Color

15.8% Chronically Absent

0

19 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Socioeconomically Disadvantaged



Yellow

17.2% Chronically Absent

Declined 3

511 Students

Students with Disabilities  Orange 21% Chronically Absent Declined 7.2 81 Students	African American  No Performance Color 31.6% Chronically Absent Increased 11.6 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Green 3% Chronically Absent Declined 3.6 33 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 16.9% Chronically Absent Declined 3.6 450 Students
Two or More Races  No Performance Color 23.1% Chronically Absent Increased 1.6 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 20% Chronically Absent Declined 5.9 30 Students

Conclusions based on this data:

1. The African American subgroup increased in attendance. English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups declined in chronic absenteeism. Students with Disabilities are in Orange. Asians are in Green. Gracey continues our outreach, including letters, parent attendance conferences, interventions, the principal's 100 club, attendance bingo, and home visits. Monthly, weekly, and yearly attendance challenges are always encouraged.
2. Gracey staff is addressing the chronic absenteeism rate through school wide culture efforts and awareness removal of potential barriers within the home for our Students With Disabilities in the Orange Performance Band.
3. Gracey Administration conducts frequent SART meetings, home visits, Zoom meetings, and calls to address all absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

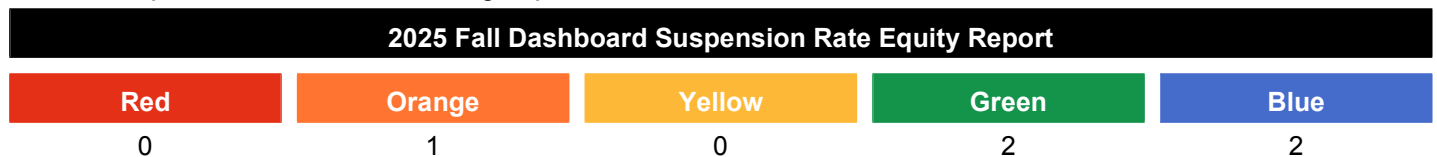
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.7% suspended at least one day Declined 0.7% 578 Students	English Learners Orange 2.3% suspended at least one day Increased 0.3% 128 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth No Performance Color 0% suspended at least one day 21 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged Green 1.7% suspended at least one day Declined 0.7% 533 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 3.9% 86 Students	African American  No Performance Color 10.5% suspended at least one day Increased 1.4% 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Blue 0% suspended at least one day Declined 3.3% 33 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 1.5% suspended at least one day Declined 0.4% 472 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 11.8% 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 3.2% suspended at least one day Increased 3.2% 31 Students

Conclusions based on this data:

1. Gracey's suspensions decreased for the 2024-2025 school year. The rate of single suspension increased among African Americans at 1.4%.
2. Positive Intervention systems and alternatives to suspension are to be refined to address the increase with all students including Socioeconomically Disadvantaged Students, African American, Hispanic and White student subgroups. English Learners are in the Orange with an increase of .0.3%.
3. The declined suspension rate for Students with Disabilities reflects an intensive effort to maintain positive efforts with a single student throughout the year to overcome the difficulties in the students' environment. Students with Disabilities moved from Orange to Blue over the previous year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

Gracey Elementary School will demonstrate continuous improvement in Language Arts, English Language Development, and Mathematics by providing an equitable, guaranteed, viable curriculum.

By May 2027, K-1st-Grade students will reach a 30% average correct on the second Language Arts and Mathematics on the District Progress Assessment II, or three if assessed (DPA).

By May 2027, the number of 2nd—6th-grade students on grade level in ELA from DPA I to DPA III, and 10% in Math from DPA I to DPA III, will increase by 20%.

By May 2027, 10% or more of English Learners will be eligible to be reclassified as English Proficient.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students who meet Key Performance Indicators by providing an equitable, guaranteed viable curriculum reflective of student diversity, comprehensive assessments aligned to scholars' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and career.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the California Dashboard, all students were in the Yellow performance band, and English Learners made progress to the Green Performance band on the ELPAC Assessment. However, the following subgroups need improvement in Mathematics: English Learners. Additionally, Socioeconomically Disadvantaged students need to improve in English Language Arts

On the District Performance Assessment, students show a need for comprehension of literature, comprehension of informational text, and vocabulary.

California School Dashboard Performance Indicators:

English Language Arts:

English Learners, Low Performance: Orange;

Mathematics:

English Learners, Very Low Performance: Red;

Socioeconomically Disadvantaged, Low Performance: Yellow;

Students with Disabilities, Low Performance: Orange; and,

Hispanic, Low Performance, Orange.

English Learner Progress Indicator:

English Learners, Low Performance: Orange;

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard ELA indicator	2025-2026 All students: 54.3 points below standard English Learners 84.7 points below standard Socially Economically Disadvantaged 56.5 points below standard Hispanic 53.2 points below standard	2026-2027 All students: 20 points below standards English Learners 75 points below standard Socially Economically Disadvantaged 45 points below standard Hispanic 40 points below standard "6th-grade students will no longer be on elementary campuses starting in 2026
California School Dashboard Math indicator	2025-2026 All Students: 73 points below standard English Learners 90.2 points below standard Socially Economically Disadvantaged 74.4 points below standard Hispanic 72.9 points below standard	2026-2027 All students: 60 points below standard English Learners 80 points below standard Socially Economically Disadvantaged 65 points below standard Hispanic 65 points below standard "6th-grade students will no longer be on elementary campuses starting in 2026
District Progress Assessment	2025-2026 DPA Reading Overall DPA1 - 15% on or above grade level DPA2 - 32% on or above grade level English Learner DPA1 - 14% on or above grade level DPA2 - 22% on or above grade level Economically Disadvantaged DPA1 - 14% on or above grade level DPA2 - 31% on or above grade level DPA Math Overall DPA1 - 7% on or above grade level DPA2 - 19% on or above grade level English Learner DPA1 - 7% on or above grade level DPA2 - 19% on or above grade level	2026-2027 DPA Reading Overall 40% on or above grade level English Learner 30% on or above grade level Economically Disadvantaged 40% on or above grade level DPA Math Overall 30% on or above grade level English Learner 20% on or above grade level Economically Disadvantaged 30% on or above grade level

	Economically Disadvantaged DPA1 - 6% on or above grade level DPA2 - 18% on or above grade level	"6th-grade students will no longer be on elementary campuses starting in 2026
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Instructional Program Teachers utilize standards-aligned core instructional programs and English/Language Arts (ELA) materials for all students, including district-adopted materials and approved resources, Haggerty, UFLI, SIPPS, IReady, Reflex Math, and STEAM. - Improve initial teaching with Explicit Direct Instruction to promote student engagement with a high level of academic rigor - Use TAPPLE (Teach first, Ask a specific question, Pause, Pick a non-volunteer, Listen to the response, Effective feedback) to check for understanding - Utilize supplemental materials, including RIRA (Repeated Interactive Read Alouds), Accelerated Reader, and SIPPS - Implement Wonders (for ELA), but Common Core State Standards units of study may be used to enhance student learning and evidence of mastery. - Teachers will use program ancillary materials/supplies/technology designed for universal access or differentiated instruction to meet the needs of students, including strategic learners, economically disadvantaged, ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners - Intensive vocabulary instruction will be used to support	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	26514.00 3010 1000-1999: Certificated Personnel Salaries Two part time instructional assistance in place of Reading Clinicians 21,235.00 3010 3000-3999: Employee Benefits Certificated Benefits 51,857.00 3010 2000-2999: Classified Personnel Salaries Instructional Aides 8,539.00 3010 3000-3999: Employee Benefits Classified Benefits 500.00 3010 1000-1999: Certificated Personnel Salaries Certificated Additional Hours 4,500.00 3010 1000-1999: Certificated Personnel Salaries Certificated Substitutes 1,200.00 3010 1000-1999: Certificated Personnel Salaries Classified Substitutes 2,331.00 3010 1000-1999: Certificated Personnel Salaries Classified Additional Hours 8,152.00 3010 4000-4999: Books And Supplies Supplies/Materials Technology Printing cost per copy

	transitional kindergarten through grade three (K-3), and reading intervention materials (grades one through three) that are to be used with and beyond the basic core program, including SIPPS - Students with disabilities who need special modifications and/or accommodations will be provided curriculum or instruction as specified in their individualized education program (IEP) - Students participate in experiential opportunities crucial for successful language development, reading comprehension, writing skills, and cultural awareness. Field trips, assemblies, guest speakers, celebrations, festivals, and instruction in the visual and performing arts are incorporated into the students' core academic program to enhance the English Language Arts curriculum for all students . Student Achievement increases through implementing WICOR strategies: Writing to learn and Organization across all content areas within AVID and implementation of AVID strategies and supplies.		Maintenance Agreement (Risco/copier) 30,513 0824 1000-1999: Certificated Personnel Salaries Certificated Teacher Part Time 5,000 0824 1000-1999: Certificated Personnel Salaries Certified Teachers Substitutes 4,500 0824 4000-4999: Books And Supplies Books and Reference Materials 2000 0824 4000-4999: Books And Supplies Printshop /Supplies/Materials
1.2	ELA intensive intervention program/materials/supplies are provided for students who struggle to meet grade level proficiency: Clinicians and/or Instructional aides are provided to assist certificated staff with instruction for all students including at-risk learners.	At risk students	4,000.00 3010 4000-4999: Books And Supplies Instructional Materials and Supplies
1.3	Teachers will utilize proven effective strategies based on scientific research in the instruction of all students, including the economically disadvantaged, ELs, students with reading difficulties, and SWDs. This includes but is not limited to Direct Instruction, RIRA strategies, Response to Intervention (Rtl) models, SIPPS,	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	1500.00 3010 5700-5799: Transfers Of Direct Costs Printing Costs for Intervention

	AVID, Number Talks, Project Wisdom, and Conscious Discipline.		
1.5	Instructional Time Instructional minutes, using best practices/excellent first teaching, and standards-based materials for basic core programs for English Language Arts are guarded and without interruption as monitored by site administration: - TK/Kindergarten: 1 hour - Grades one through three: 2.5 hours - Grades four through six: 2.0 hours	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	
1.6	Increase the amount of learning time by providing an extended day or before/after school program in RLA: - Additional personnel, and materials/supplies may be funded to support this instruction: - Participation in ASSETS and ELOP (MARS) may be provided	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	25,000 3010 1000-1999: Certificated Personnel Salaries Certificated Teachers Overtime 12,263 3010 3000-3999: Employee Benefits Certificated Teachers Benefits
1.7	Daily implementation of instructional time for intensive intervention programs in ELA (WonderWorks) is given priority and protected from interruptions as monitored by site administration. Grades four-six: 2.5-3.0 hours	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	
1.8	Lesson Pacing Guide The school/district uses a district-wide, standards-aligned pacing for all the adopted English Language Arts programs by grade level so that all teachers can follow a standard sequence of instruction and assessment. - Standards Alignment Guide - Direct Instruction Lesson Catalog - Common Grade Level Assessment Calendar	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	
1.10	Credentialed Teachers and Professional Development Opportunities	English Learners, Hispanic,	3,000.00 0824

	The school is staffed with fully credentialed, highly qualified teachers per the requirements of the Elementary and Secondary Education Act (ESEA). Teachers are placed appropriately for their assignments: • Staff Development and collaborative Grade Level meetings will focus on: • Professional Learning Communities (PLCs) • Direct Instruction (DI) • Standards and Learning Goals (LO) • Pacing Guides, Blueprints, and Released Test Questions • Instructional Strategies • Number Talks, UFLI, Heggerty	Socioeconomically Disadvantaged, All students	5800: Professional/Consulting Services And Operating Expenditures Conference and Travel 1000.00 0824 1000-1999: Certificated Personnel Salaries Substitutes
1.11	Teachers will be provided professional development opportunities to support the alignment of content standards to curriculum, the assessment of student performance through formative and summative evaluation, and intensive interventions to include SIPPS and AVID school-wide achievement college and career readiness. The annual summer conference for the AVID Site Team will consist of strategies to implement and monitor the progress of a Guaranteed Viable Curriculum.	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	10,325.00 3010 5800: Professional/Consulting Services And Operating Expenditures Conference and Travel
1.12	Ongoing Instructional Assistance and Support for Teachers Instructional assistance and support for teachers of English Language Arts will be provided through curriculum design teams in the following ways: • Implementation of instructional programs • Conducting demonstration lessons onsite coaching Number Talks • Plan, facilitate and attend grade level meetings	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	
1.13	Student Achievement Monitoring System An electronic data collection and reporting system will be used to allow teachers/administrators to review and analyze data for patterns of performance and modify instruction as needed:	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	

	• AERIES will be used as the District Student Information System • Common Formative Assessments (CFAs) based on standards will be used by grade-level teams to determine student placement, diagnosis, progress, and effectiveness of instruction • District Benchmark Assessments (DPA) will be used three times per year (grades 2-6) and two times per year (TK, K, & 1st grades) to monitor student progress. TK students will be monitored using the DRP. • MHE Oral Reading Fluency Benchmarks & Acadience Progress Monitoring will also monitor student progress.		
1.14	The Site Learning Director and Categorical Program Office (CPO) Clerk/Materials will supervise the site's categorical programs. Materials will be purchased to support Auxiliary Services. Such individuals will supervise compliance, documentation, required assessment, and achievement data for all Gracey students in ELA. • Address the needs of all students in the school, especially those of low-achieving and at-risk of not meeting grade level standards • Counselors and Intervention instructors to provide support for students who are at-risk	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	13,294 3010 2000-2999: Classified Personnel Salaries CPO Clerk Additional Hours
1.15	Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal The Principal will ensure continuous collaboration so that teachers have the opportunity to focus on the use of curriculum-embedded assessment data/data analysis to strengthen the implementation of the standards-based Reading/Language Arts program;	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	

	• Leadership, staff meetings, and grade-level meetings will analyze, discuss, and utilize the school/district assessment results to guide student placement and progress monitoring. • Collaborative discussions are to strengthen the implementation of the instructional programs, lesson design, and delivery, including research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. • Teachers may also visit other classrooms, school sites, and/or districts showing academic results to improve instructional strategies.		
1.16	Fiscal Support The school will allocate general and categorical funds to support a standards-aligned core program. Indirect costs for Centralized Services are paid to the District for services provided to the site.	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	5,910.00 3010 5800: Professional/Consulting Services And Operating Expenditures Indirect Costs Centralized Services
1.17	Parent Involvement Parent involvement at the site is a critical component of student achievement; parent involvement activities include: • Welcoming office staff • Back to School Night, Open House, Parent Teacher Conferences • School Site Council (SSC) • Annual parent and staff surveys are used to evaluate, monitor, and modify school-wide programs • Parent workshops are provided by the campus liaison and site admin. • English Learner Advisory Committee (ELAC) • Interpreting and translation services for parent meetings and parent conferences will be provided as needed • Parent Teacher Club (PTC)	English Learners, Hispanic, Socioeconomically Disadvantaged, All students	21,785.00 0824 2000-2999: Classified Personnel Salaries Classified Support Salaries

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> Classroom Volunteers | | |
|--|--|--|--|

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In collaboration with the Center for Model Schools Gracey in 2025-2026, overall, school-wide students showed an increase of 15% in ELA and 14% in Math on mid or above grade level from 2025-2026 DPA1 to DPA2. Balli Learning Center tutoring, extended day, ELOP Performing Arts, extra-curricular activities, and Math tutoring were provided to improve Math and ELA scores.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no significant difference between our intentions and implementation. We aim to provide additional extended learning opportunities for students who are on grade level and continue to adjust and modify opportunities for those below grade level. Gracey School will also offer challenge opportunities for students who are on or above grade level.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Data meetings are ongoing throughout the year. These meetings facilitate data analysis, regrouping of student groups, professional dialogue, and adjustments to the initial implementation based on student results from Common Formative Assessments (CFAs), I-Ready, and District Performance Assessments (DPAs). These changes can be found on Goal 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning and Wellness School Culture and Climate

Gracey Elementary School will provide a safe, more culturally responsive environment where students learn social and emotional skills and receive additional support to increase their engagement in learning, as measured by attendance, suspension rates, and results of the Center for Model Schools' (CMS) 5 Essentials Survey and framework. Gracey prioritizes strong relationships, inclusive practices, and proactive systems of support promoting academic success and social-emotional well-being.

According to CMS, 90% of students will report feeling safe and cared for at school by May 2027.

By May 2027, 95% of Gracey students will report an average attendance rate of 95% or higher.

As measured by Aeries Analytics, the overall student suspension rate will be below 4% by May 2027.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a welcoming, safe, culturally responsive environment, where scholars are personally affirmed, explicitly taught social and emotional skills, and receive additional support to increase their engagement in learning as measured by attendance and suspension rates, and results of student, staff and stakeholder surveys.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California Dashboard indicates the suspension rate at Gracey decreased by 1.6% from 2022-2023 to 2023-2024. Student groups with significant data include English Learners in the Red Performance Level and Socioeconomically Disadvantaged, African American, White, and Hispanic students in the Orange Performance Level. Reflected in the decrease is increased school engagement, as well as additional opportunities for student and parent participation. Gracey has refined our Tier 1 and Tier 2 PBIS strategies to ensure constant monitoring of students and keeping an accounting of student behavior progress, as well as the addition of a Security Liaison to ensure student safety and build student and community relationships.

California School Dashboard:

Chronic Absenteeism:

Students with Disabilities, Low Performance: Orange;

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - Chronic Absenteeism	2025-2026 16.8% Chronic Absenteeism Rate	2026-2027 Below 15% Chronic Absenteeism
California School Dashboard - Suspension Rate	2025 - 2026 1.7% Suspension Rate	2026 - 2027 Maintain 2.5% Suspension Rate
Center for Model School 5 Essentials Survey -	2025 - 2026	2026-2027

Percent of parents, students, and staff report that school is a safe place for students.	77% of students agree or strongly agree 90% of parents agree or strongly agree 91% of staff agree or strongly agree	95% of students agree or strongly agree 95% of parents agree or strongly agree 95 % of staff agree or strongly agree
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Gracey's PBIS team meets twice monthly and is comprised of Counselor, Psychologist, Restorative Justice Tech, Security Liaison, site administration, Behavior Specialist, and Social Workers to review student needs to plan appropriate intervention or modification.	English Learners, Black African American, Socioeconomically Disadvantaged , Students with Disabilities, Hispanic, All students	1500.00 0824 1000-1999: Certificated Personnel Salaries Certificated Substitutes 1000.00 0824 4000-4999: Books And Supplies Supplemental materials and supplies
2.2	Counseling Program includes skill specific group sessions and grade level Social Emotional Lessons. The counselor also leads site events to include Red Ribbon Week, Kindness Challenge, Career Day, College Signing Day and individual student services as needed.	English Learners, Black African American, Socioeconomically Disadvantaged , Hispanic, Students with Disabilities ,All students	
2.3	Parent Involvement at the site is an essential component of student achievement. Annual parent and staff surveys are used to evaluate, monitor, and modify school-wide program development Parent workshops may be offered. Interpreting and translation services for parent meetings and conferences will be provided.	English Learners, Black African American, Socioeconomically Disadvantaged , Hispanic, Students with Disabilities All students	500.00 0824 2000-2999: Classified Personnel Salaries Childcare, interpreting for Parent Engagement
2.4	Assemblies and incentives recognition will focus on social emotional and academics. Awards assemblies and Special Guest assemblies will be scheduled throughout the year.	English Learners, Black African American, Socioeconomically Disadvantaged , Hispanic, Students with Disabilities All students	
2.6	All staff will be provided with PBIS, MTSS, AVID and Conscious Discipline training.	English Learners, Black African American, Socioeconomically Disadvantaged , Hispanic, Students with Disabilities All students , at risk	
2.7	Health and Wellness Activities - Equipment Supplies and materials for structured breaks and equipment for planned activities at lunch recess to reduce student conflicts. Additional supplies are required for extended day recreational support.	English Learners, Black African American, Socioeconomically Disadvantaged , Hispanic, Students with Disabilities All students	1252.00 0824 4000-4999: Books And Supplies Supplemental materials and supplies
2.8			

2.9			
2.11			
2.12			
2.14			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The number of students attending after-school programs and participating in intervention opportunities increased significantly. Several extended-day opportunities, including Athletics, Cheer, Arts, Math, Literature, Performance Arts, and Champions, allowed students to feel part of the school system and engage with others. The Center for Model Schools' 5 Essentials survey revealed that 89% of students believe someone at school listens when they have something to say, 90% of students think grown-ups at school care about them, and 90% of students feel connected to their school. Refinement of PBIS and the addition of a Security Liaison have demonstrated positive results.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The lack of noon-time supervisors interfered with structured lunch recess activities. We will incorporate additional equipment and low-key monitoring activities to enhance student engagement during unstructured, self-guided activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The addition of the AVID student leadership group should help with break and recess activities. It is hoped that Gracey will have enough noontime supervisors to assist with structured lunch recess for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Empowerment

Gracey Elementary School will promote parent empowerment opportunities through a various avenues which will include a clear understanding and increased confidence in the systems of intervention and support for academic , behavioral, and mental well being for all students in Pre-K through 6th grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parents and families participate in all student driven activities and performances. Additional parent participation and input is needed in school site committees.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Center for Model Schools 5 Essentials Survey: Parents feel welcome to participate at this school	2024-2025 93% feel welcome to participate at this school.	2025-2026 95% of parents feel welcome to participate at this school.
Center for Model School 5 Essentials Survey: Parents believe the school actively seeks input of parents before making important decisions	2024-2025 93% of parents believe the school actively seeks input of parents before making important decisions.	2025-2026 95% of parents believe the school actively seeks input from parents before making important decisions.
Center for Model Schools 5 Essentials Survey: Parents feel involved in the school	2025-2025 92% Parents feel involved in the school.	2025-2026 95% of Parents feel involved in the school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Inform parents of student absences via phone calls made by the office/attendance clerk and ParentSquare Recognize monthly perfect attendance.	All students	2000 3010 2000-2999: Classified Personnel Salaries

	Site and district personnel schedule and attend SART and SARB meetings to resolve reasons for poor attendance or chronic tardiness. The campus liaison will provide family support, conduct parent education workshops, and work with families to promote academic achievement. Interpreting and translation services for parent meetings and conferences. Child care will be provided. Parent Involvement materials and supplies.		Parent workshops, conferences, parent outreach, and contact 4000 3010 5800: Professional/Consulting Services And Operating Expenditures Parent Involvement materials and supplies 1000 0824 4000-4999: Books And Supplies Awards and supplies
3.2	Increase parent engagement recognizing student for academic, behavioral, and attendance achievement. Quarterly and End of year assemblies to recognize students with perfect attendance for the year.	All students	
3.3	Parent Education: Gracey will provide parent education opportunities to ensure parents are aware of key parental strategies for student success. Parent Education Opportunities to be offered from district the district family services center include: PBIS Program Growth Mindset AVID School resources Gang and Drug prevention information night Homework assistance	All students	
3.4	Family Literacy Nights: The Gracey Library Services and staff will host family literacy nights in Reading, Math, and Social Emotional Wellness.	All students	
3.5	Parent Involvement at Gracey is an important component of student success. Meet and Greet before school starts Back to school night, Open House, Teacher Conferences with translation available, Student performances, Extended Day Activities, Parent Teacher Club School Site Council, ELAC Parent surveys	All students	
3.7			
3.8			

3.9			
3.12			
3.13			
3.15			
3.16			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parent empowerment is most successful when parents actively participate in their child's school. Gracey's Parents were among the highest respondents in the district on the Center for Model Schools 5 Essentials Parents Survey.

1:1 The survey reported that parents feel welcome to participate at this school 92% of the time. The Fall and Spring PTC Carnivals offer a format for parents to engage with school staff and the community, providing an opportunity for everyone to enjoy a good time playing games, eating delicious food, and participating in school activities.

1:2 Parents strongly agree or agree that staff treat parents with respect 98% of the time. New and returning parents consistently cite positive interactions with office staff and teachers as a key factor in their enrollment and in their requests for information about their children.

1:3 Respondents feel school staff take parent concerns seriously on the Center for Model Schools Survey 90% of the time. Parents want to be heard, and the Gracey staff and school administration are willing to listen. Advocacy for children is advanced via engagement in the parents' preferred language.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Gracey will offer additional resources to provide learning for parents, including student performances, Literacy Nights, Math Nights, and Parent Education Nights, to increase parent participation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Varied parent participation opportunities were provided this year at multiple times throughout the day. Although not a change, Gracey will continue its efforts to improve and offer the same level or an increased level of opportunities for parents to be involved.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Target Services for At-Promise Groups

To increase academic achievement , attendace and involvement in school activities for African-American and Foster Youth Gracey will provide opportunities for after school activities and extended day extra support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African-American, Students with Disabilities, long-term English Learners, Foster Youth, and Homeless students. The District will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The total African American student population at Gracey is does not have high numbers as significant per guidelines there is a gap in engagement. There is no performance color on the California Dashboard for African American students and Foster youth.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Suspension data declined from 2023-2024 to 2024-2025 by 0.1% among African American students. Chronic Absenteeism declined 10% in all students due to increased efforts to encourage school attendance.	Increase Attendance and decrease suspension

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase parent involvement for African American and Foster Youth families. Implement an academic Mentor Program to offer small-group and individualized mentoring for African American students, Students with Disabilities, Newcomer EL students, and Foster Youth.	African American, Foster Youth, and Students with Disabilities	None Specified None Specified None Specified None Specified
4.2	Reach out to African American established members of the community to provide mentorship opportunities for our students.	African American	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Provide extra curricular activities - sports, books and materials in the Library and classroom diverse in nature, positively connecting with parents goal 3.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The students demonstrated interest in sports activities, however parent participation needs improvement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Counselor will help identify needs and promote cultural awareness and diversity through professional development for staff. Students will receive SEL lessons, goal 1, and Provide social-emotional groups, goal 2

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$276,170.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0824	\$73,050.00
3010	\$203,120.00

Subtotal of state or local funds included for this school: \$276,170.00

Total of federal, state, and/or local funds for this school: \$276,170.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010	\$203,120	0.00
0824	\$73,050	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	73,050.00
3010	203,120.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,058.00
2000-2999: Classified Personnel Salaries	89,436.00
3000-3999: Employee Benefits	42,037.00
4000-4999: Books And Supplies	21,904.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	23,235.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	38,013.00
2000-2999: Classified Personnel Salaries	0824	22,285.00
4000-4999: Books And Supplies	0824	9,752.00
5800: Professional/Consulting Services And Operating Expenditures	0824	3,000.00

1000-1999: Certificated Personnel Salaries	3010	60,045.00
2000-2999: Classified Personnel Salaries	3010	67,151.00
3000-3999: Employee Benefits	3010	42,037.00
4000-4999: Books And Supplies	3010	12,152.00
5700-5799: Transfers Of Direct Costs	3010	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	3010	20,235.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	264,918.00
Goal 2	4,252.00
Goal 3	7,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
José Muñoz	Principal
Jennifer Andrade	Other School Staff
Rachel Perez	Classroom Teacher
Jennifer Sledge	Classroom Teacher
Ashlyn Barreto	Parent or Community Member
Erica Gutierrez	Parent or Community Member
Maria Mena	Parent or Community Member
Ruth Cornejo Bucio	Parent or Community Member
Maria Vega	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Gracey Curriculum Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

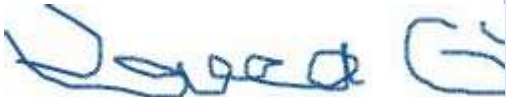
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, José A. Muñoz on 4/31/26



SSC Chairperson, Erica Gutierrez on 4/31/26