

## 2025-2026 Single Plan for Student Achievement (SPSA) Plan

### Mark Twain Elementary School Copperopolis Elementary School

#### LCAP SPSA Addendum: Single Plan for Student Achievement (SPSA) Plan

The 2025-2026 Local Control and Accountability Plan (LCAP) serves as the 2025-2026 Single Plan for Student Achievement (SPSA) Plan for Mark Twain Elementary School.

The Site Council for the Local Control and Accountability Plan (LCAP) Goals and Actions to serve as the schools goals and actions. The Site Council was involved in the development of the goals and actions for the LCAP in that they provided input on action development, reviewed goals/actions, and provided feedback on goals/actions during the 2024-2025 school year (as demonstrated in the Engaging Educational Partners section of the LCAP).

The LCAP serves as the school/district continuous improvement process that provides comprehensive strategic planning, accountability and compliance, and meaningful educational partner engagement. The LCAP is a very thorough and comprehensive plan that addresses the needs of students and establishes goals based on data analysis, research-based practices, and input from staff, parents, students, and community members. These plans have undergone a rigorous process for development, review and approval by parents, staff, governing board, and Calaveras County Office of Education.

The LCAP and relevant data can be found at the district CA Dashboard:

<https://www.caschooldashboard.org/reports/05615720000000/2025>

| Mark Twain specific data can be found                                                                                                                                                                                                                                                                                                             | Copperopolis specific data can be found                                                                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"><li><a href="https://www.caschooldashboard.org/reports/05615726003461/2025">https://www.caschooldashboard.org/reports/05615726003461/2025</a></li><li><a href="https://www.cde.ca.gov/sdprofile/details.aspx?cds=05615726003461">https://www.cde.ca.gov/sdprofile/details.aspx?cds=05615726003461</a></li></ul> | <ul style="list-style-type: none"><li><a href="https://www.caschooldashboard.org/reports/05615726003388/2025">https://www.caschooldashboard.org/reports/05615726003388/2025</a></li><li><a href="https://www.cde.ca.gov/sdprofile/details.aspx?cds=05615726003388">https://www.cde.ca.gov/sdprofile/details.aspx?cds=05615726003388</a></li></ul> |

Below is the summary of the Goals and Actions for **2025-2026**:

| <b>Goal 1:</b><br><b><i>Academic Achievement and Support</i></b>                                          | <b>Goal 2:</b><br><b><i>Climate, Engagement, and Safety</i></b>                                                                                                      |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Implementation of the Standards</li><li>Academic Support*</li></ul> | <ul style="list-style-type: none"><li>Family and Community Engagement*</li><li>Engagement, Connectedness, Safety, Health, and Wellness*</li><li>Facilities</li></ul> |

The Local Control and Accountability Plan meets all the SPSA criteria below (the Schoolwide Program Requirements and alignment to the LCAP are listed at the end of this document).

- 1) is consistent with district goals,
- 2) is developed with input from various educational partners,
- 3) is developed after analyzing various data points,
- 4) defines goals based on performance,
- 5) meets the needs of all students (especially students who are struggling), and
- 6) describes proposed expenditures to improve academic performance.

The LCAP provides details of federal funds for each action, however, it does not provide school level funding data. This information is listed below.

| Action:                                                                                 | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark Twain                                                                                                                                                  | Copperopolis                                                                                          |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Goal 1: ACADEMIC ACHIEVEMENT AND SUPPORT</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                             |                                                                                                       |
| <i>Provide an educational program dedicated to supporting all students in learning.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                             |                                                                                                       |
| <b>1.1 Implementation of the Standards</b>                                              | <ul style="list-style-type: none"> <li>- <b>Professional Development:</b> Provide professional learning opportunities to improve school priorities and decrease the number of “red indicators” (such as improving Tier I Instruction, differentiation, specific content areas, <b>district wide math coach</b>, etc)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Title II</b><br>(Centralized)<br>\$24,652                                                                                                                |                                                                                                       |
| <b>1.2 Academic Support</b>                                                             | <p><i>Develop, implement, refine, and evaluate a set of practices and processes to meet the needs of all students.</i></p> <ul style="list-style-type: none"> <li>- <b>Benchmark Assessment:</b> Utilize iReady to identify student learning needs, and assist teachers with providing interventions, targeted instruction, lesson planning, and unit sequencing.</li> <li>- <b>Multi-Tiered Systems of Support:</b> Implement Multi-Tiered Systems of Support (MTSS) to provide support for the whole child. Provide tiered level of support services to students as needed and prioritized: <i>Academic Support:</i> Examples include: intervention, small group instruction, 1:1 tutoring, etc. <i>Social/Emotional/Behavioral support (See action 2.2)</i></li> <li>- <b>Community Support:</b> Leverage grants and community agencies to provide additional support for students (such as K-16 Pathway grant providing intervention teachers and high school peer tutor facilitators)</li> <li>- <b>In-Class Support:</b> Provide academic support through small/stabilized class sizes to the extent possible based on funding (LREBG Funding)</li> <li>- <b>English Learner Support:</b> Improve English Language Learner proficiency and educational outcomes through improved Tier I ELD instruction, increased ELD intervention services, and increased professional development for teachers of English Learners.</li> <li>- <b>Literacy:</b> Librarians promote a love of reading, provide access to diverse and age-appropriate literature, and collaborate with teachers to support reading instruction</li> <li>- <b>Digital Support/Learning:</b> Coordinate the implementation of learning software and provide ongoing technical assistance to staff and students.</li> </ul> | <b>Title I</b><br>\$138,810.51<br><br><i>Intervention Teacher, Classroom Supplies, Reference books</i><br><br><b>CSI July-Sept 30th</b><br>\$21,134<br>MTSS | <b>Title I</b><br>\$67,177.76<br><br><i>Intervention Teacher, Classroom Supplies, Reference books</i> |

## Summary of School Level Funding

| Categorical Funds   | Mark Twain Elementary School                                          | Copperopolis |
|---------------------|-----------------------------------------------------------------------|--------------|
| Title I             | \$138,810.51                                                          | \$67,177.76  |
| Title II            | \$30,651.86<br>(Professional Development, Mentors, Induction Program) |              |
| Title III-Immigrant | County Consortium                                                     |              |
| Title III           |                                                                       |              |
| Title IV            | \$24,652<br>(Online Software, Technology Staff)                       |              |
| CSI                 | CSI July-Sept 30th<br>\$21,134 MTSS                                   | N/A          |

| Title I Reservations (District Level)                                                      |          |
|--------------------------------------------------------------------------------------------|----------|
| Direct or indirect services to homeless children, regardless of their school of attendance | \$1,000  |
| Indirect                                                                                   | \$16,463 |
| Administrative                                                                             | \$1,000  |

### **Comprehensive Needs Assessment**

- A comprehensive needs assessment for each school and district can be found in our [LCAP Action Metrics and Needs Assessment Summary](#). Required outcome data can be found in the LCAP under “Measuring and Reporting Results” (and is listed by school in the LCAP). In addition, the CA Dashboard provides data broken down by student group which is very helpful in determining the needs of our students: <https://www.caschooldashboard.org/reports/05615726003461/2025>

### **Educational Partner Engagement (FPM SSI 01)**

- A list of educational partner engagement sessions and impact to the LCAP can be found in the LCAP under “Engaging Educational Partners.”
- The Site Council provided feedback on the Title Funded actions for Mark Twain Elementary School form the Local Control and Accountability Plan (LCAP) Goals and Actions
- The Site Council approved on for the Local Control and Accountability Plan (LCAP) Goals and Actions to serve as the schools goals and actions.

### **Analysis/Evaluation** (FPM CE 20)

- All analysis can be found in the LCAP under the “Goals Analysis” Section for each goal and the “Increase or Improved Services” section (which specifically addresses data analysis related to English Learners, Low-Income and Foster Youth students).
  - A Summary of the CA Dashboard for Socio-economically disadvantaged students can be found [LCAP Action Metrics and Needs Assessment Summary](#). This data demonstrates improvement in all areas of the CA dashboard for socio-economically disadvantaged students.
- The Site Council reviewed this data on and determined the Title I actions and funding should continue to support this improvement.

### **Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and CSI-Low Performing** (FPM SSI 01 03)

N/A

## **Schoolwide Program Requirements**

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### **Requirements for Development of the Plan**

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school’s goals contained in the SPSA. [\[Found in LCAP: Measuring and Reporting Results and Goal Analysis section\]](#)

1. The comprehensive needs assessment of the entire school shall:

- a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
- b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
  - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
  - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
  - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
  - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
  - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA [\[Found in LCAP: Measuring and Reporting Results and Goal Analysis section\]](#)

## Requirements for the Plan

### II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment. [\[Found in LCAP: Goals and Actions\]](#)
- B. Evidence-based strategies, actions, or services [\[Found in LCAP: Goals and Actions\]](#)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable. Employees of the schoolwide program may be deemed funded by a single cost objective. [\[Found in LCAP under budget tables and the LCAP Addendum: SPSA\]](#)
- D. A description of how the school will determine if school needs have been met [\[Found in LCAP: Measuring and Reporting Results and Goal Analysis section\]](#)
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan [\[Found in LCAP: Educational Partner Engagement\]](#)
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to [\[Found in LCAP: Goals and Actions and Increased and Improved Services Section\]](#)
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school. [\[We currently have a great partnership with local organizations to help transition students from preschool to elementary\]](#)

H. A description of how the school will use resources to carry out these components [\[Found in LCAP under budget tables and the LCAP Addendum: SPSA\]](#)

I. A description of any other activities and objectives as established by the SSC [\[Found in LCAP: Goals and Actions\]](#)

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.